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ABSTRACT

This curriculum guide is designed to support instruction in Oklahoma vocational cosmetology programs. The curriculum consists of 30 units of information and skills that are the foundation for students enrolled in cosmetology programs to become cosmetologists. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, and answers to assignment sheets and written test. Topics covered are as follows: analyzing the hair and scalp; brushing and scalp manipulations; theory of shampoos; theory of rinses and conditioners; molding "C" shaping; fingerwaving; pin curling; wet setting; cutting hair with scissors; cutting hair with a razor; cutting hair with clippers; cutting men's hair; styling hair; pressing-thermal; curling-thermal; theory of permanent waving; giving a permanent wave; hair relaxing; hair coloring; coloring preliminary precautions; temporary hair color; semipermanent hair color; analine derivative tints; lightening hair; coloring special effects; restoring color; braiding; styling wigs; men's hairpieces; and preparing for the State Board Examination. (KC)

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CIMC

Teacher Edition

93-009958

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

TI1256

Basic Operator

Developed by the
Curriculum and Instructional Materials Center
for the Division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

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TI1256

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BASIC OPERATOR

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FOREWORD

This publication is designed to direct and support instruction in Oklahoma vocational cosmetology programs. It is imperative that teachers have curriculum materials that contain the latest technology and techniques found in industry to direct class instructional activities. Great care has been given to include instructional competencies that improve students in both the applied academics and higher-order thinking skills inherent within the cosmetology field.

The Basic Operator publication consists of 30 units of information and skills that are the foundation and building blocks for students enrolled in cosmetology programs to become cosmetologists. This information enables the student to have a broad perspective of the total occupation and an understanding of trade terms, supplies, and equipment associated with cosmetology.

The competencies are developed and validated by a committee of our best teachers and outstanding industry representatives. The materials were reviewed in a series of meetings to assure the technical accuracy of the publication. Appreciation is expressed to the many individuals contributing their valuable time and experience in the development of this important publication. Teachers will become more effective when they properly use this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education
Oklahoma Department of Vocational and
Technical Education

PREFACE

The Oklahoma Department of Vocational and Technical Education recognized many years ago the need to provide quality competency-based instructional materials for vocational education. The Curriculum and Instructional Materials Center was established to provide the necessary educational tools for teachers and students in Oklahoma, the United States, and around the world.

The *Basic Operator* curriculum is a continuation of the standards set at the inception of the CIMC organization. The goal of this publication is to provide students with the knowledge they need to pursue a career in cosmetology. Combined with practical, hands-on assignments, the information in the *Basic Operator* curriculum will assist the instructor in producing skilled technicians in the cosmetology profession.

The *Basic Operator* curriculum is the last of a series of instructional materials prepared to assist the instructor and student in understanding the latest concepts and techniques of the instructional phase of the cosmetology program. It is the hope of CIMC that the users of this publication will find the information relevant and accessible.

The industry representatives who served on the Curriculum Advisory Committee helped keep the curriculum abreast of today's market trends, and they are to be commended for the time and input made to this project. Their assistance will have a positive influence on cosmetology instructors and students throughout Oklahoma and the United States, and will promote professionalism in this worth-while occupation.

Marilyn Kay Troupe
Curriculum Development specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) would like to extend appreciation to those individuals who played an important role in the development of the *Basic Operator* curriculum. Any project as comprehensive and involved as *Basic Operator* requires the contributions of a number of people. We are thankful for the tremendous support we received.

Special recognition and gratitude goes to Patricia Migliaccio and James Gosvener, the writers for the *Basic Operator* curriculum. Patricia Migliaccio is a cosmetology instructor at Mid Del Area Vocational and Technical School in Midwest City, Oklahoma. James Gosvener is a professional writer from Norman, Oklahoma. Patricia and James contributed time, talent, research, and technical knowledge in determining the content of this publication. CIMC appreciates their commitment to quality curriculum. Thank-you also goes to Leta Carson, cosmetology instructor from Northeast Oklahoma Area Vocational and Technical School in Pryor, Oklahoma. Leta worked on the *Basic Operator* curriculum until she became ill and could not continue.

Thank you goes to the Oklahoma vocational cosmetology instructors for their assistance during the development of this project.

Thank-you goes to Ann Johnston for editing the curriculum, insuring conformity with CIMC standards of excellence and quality.

Thank-you Claire Dickey, Technical Writer at CIMC. Claire advanced the concept of Total Quality Management to a new level. Claire is a creative and meticulous technical writer, and she deserves a great deal of credit for the completion of this publication.

A special thank-you goes to the Industry Advisory Committee members in appreciation for their guidance and technical knowledge during the development of this project. The Industry Advisory Committee members present for the validation meeting included:

Monica Chaney
J.C. Penny's Salon
Promenade
Tulsa, OK

Stella Derrick
Stella's Salon
Muskogee, OK

Annette Schreppel
Jane Phillips Medical Center
Beauty Salon
Bartlesville, OK

Jeannette Taylor
Redding and Friends
Stillwater, OK

Beth Walstad
Fantastic Sam's
Oklahoma City, OK

Jack O. Williams
Redding and Friends
Stillwater, OK

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Thank-you goes to Shirley Hastings, Executive Secretary for the Oklahoma State Board of Cosmetology, Oklahoma City, OK. Shirley provided technical assistance to James Gosvener.

Thank-you goes to the Oklahoma Department of Vocational and Technical Education personnel whose support made this project possible. They are:

Dr. Roy Peters, Jr.
State Director

Dr. Charles Hopkins
Assistant State Director

Ivan Armstrong
State Supervisor
Trade and Industrial
Education

Marsha Daves
Assistant State Supervisor
Trade and Industrial
Education

Without the close cooperation of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education staff, this publication would not exist. Thank-you goes to:

John Friedemann
CIMC Team Leader

Claire Dickey
Technical Writer CIMC

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Secretary CIMC

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Curriculum Development
Team Leader

Billie Frazier
Copy Specialist CIMC

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Thank-you goes to Rose Primeaux and the entire Communications Center staff for their expertise, hard work, and patience.

Thank-you goes to Noel Wilcoxson, Danny Darrow, Diane Ensign, and the entire Printshop staff for making the final step in the process possible.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Basic Operator contains thirty units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, and answers to assignment sheets and written test, all of which are included in the instructor's edition. The student workbook includes the objective sheets, information sheets, student supplements, transparency masters, activity sheets, assignment sheets, and job sheets. Written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502 or, in Oklahoma, 1-800-522-5810, ext. 589.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material than can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheets (White Pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion-referenced test items.

Suggested Activities (Pink Pages) — **Instructor's Edition Only**

The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities prior to introducing the unit to allow time to obtain supplemented materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Extensions and Options (White Pages) — **Instructor's Edition Only**

Extensions and Options are supplemental material that is not testable or graded and is nice-to-know. Extensions and Options provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Extensions and Options are used at the discretion of the instructor.

Information Sheets (Green Pages)

The information sheets provide "must know" content that is essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read the information sheet before it is discussed in class. Space is provided in margins for students and instructors to add notes that clarify and/or expand on the information provided.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **Notes** are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Student Supplement (Green Pages)

Student supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters (White Pages)

Transparency masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Instructional Supplements (Pink Pages) — **Instructor's Edition only**

Instructional Supplements provide suggestions for teaching the basic skills included in each assignment sheet or job sheet. They are located directly in front of the components they support—assignment or job sheets—in each unit.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates tot he subject area and unit component for such information.

Assignment Sheet Answers (Pink Pages) — **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on assignment sheets.

Job Sheets (Blue Pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (Yellow Pages) — **Instructor's Edition only**

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet. The check-off list allows instructors to evaluate a student's process performance of the task on the job sheet. The overall competency indicator allows the instructor to evaluate the end product.

Written Test (Yellow Pages) — **Instructor's Edition only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations, and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity—pre- and post test.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach*. This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

To further assist vocational teachers, the CIMC is in the process of developing test code sheets for each written test in its more recent publications, including this one. These code sheets are explained in Section 8 of the publication mentioned above, and will greatly assist in verifying that the test is a valid instrument for measuring student learning and competency gains. As the test code sheets for programs become available, they will be forwarded to teachers of each program; further publications will include the test code sheets.

Written Test Answers (Pink Pages) — **Instructor's Edition only**

This component is designed to assist the instructor in evaluating student performance on written tests.

COMPETENCY PROFILES

A competency profile is available from CIMC Resale for each publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Coordinator of Development
Curriculum and Instructional Materials Center
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BASIC SKILLS IN CURRICULUM

Since its inception in 1969, the Curriculum and Instructional Materials Center (CIMC) of the Oklahoma Department of Vocational and Technical Education has provided quality, competency-based instructional materials for vocational training programs. During this time, the CIMC has been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

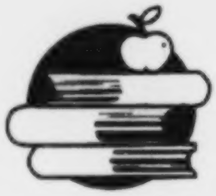
In response to changing job requirements, federal and state legislatures are enacting laws setting stringent basic skills requirements for nonvocational **and** vocational education. State legislatures are increasing basic skills accountability for teachers and school administrators. The recently enacted Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) mandates academic skills development in vocational training. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

As noted earlier, it is not new for CIMC materials to contain information and activities that develop basic skills competencies in students taking vocational training. What **is** new is the documentation or flagging of basic skills in CIMC materials, and further enhancement of basic skills activities. To accomplish this, the CIMC has developed a "Five Point Approach to the Integration of Basic Skills into the Curriculum." Following is a brief description of this process.

I. Basic Skills Icons

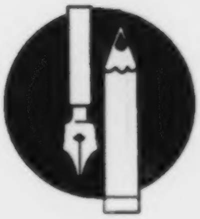
To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, to denote which of nine general basic skill categories is being emphasized. These icons are located in the left margins of assignment, activity, and job sheets. The nine basic skill areas are as follows:

Reading Skills



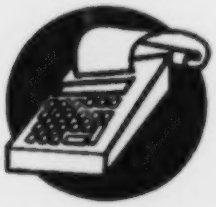
The activities identified by this icon deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials.

Writing Skills



Tasks identified with this icon promote development of skills in written communication ranging in complexity from filling out forms to the written expression of ideas and concepts related to vocational exploration or performance.

Mathematics Skills



This icon identifies activities that develop vocationally related skills in computation; measurement and estimation; selection and application of appropriate mathematical process; and collecting, displaying, or interpreting data.

Science Skills

The science icon marks activities that are related to the development of skills in either the physical or biological sciences. These skills stress occupationally related applications of science and technology.

Oral Communication Skills

This icon identifies activities that promote development of effective speaking and listening skills. They include practice in such areas as speaking techniques, word choice, nonverbal messages, use of communication media, and using active listening techniques.

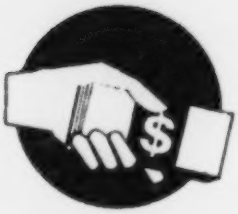
Interpersonal or Relating Skills

Activities that deal directly with skills in relating to others are marked with this icon. This includes areas such as group processes and dynamics, negotiation, dealing with conflict, and leadership/motivation.

Creative Thinking and Problem Solving Skills

This icon identifies activities that stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives/outcomes, and developing solutions.

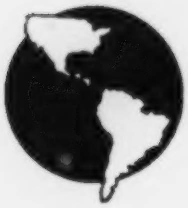
Employability Skills



Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks and more general items such as career planning, job search, business etiquette, and maturing in one's work environment.

Social Studies Skills

This icon is used to identify activities that stress competencies in fields relating to human society and its distribution and relationships. This includes all the social sciences such as history, economics, geography, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.



Some activities in the CIMC materials develop skills in more than one of the nine basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the icon used is the one judged to be the primary, or the most heavily emphasized, activity. When there is no clear-cut difference between importance of skill area, multiple icons are used.

II. Enablers

Once the **general** basic skill activity has been identified by an icon, the CIMC takes the process one step further by indicating the **specific** skills that are addressed in an activity. This is accomplished by using enabling skills, or "enablers."

Lists of enablers, or specific skills required for each activity, have been developed at CIMC for each of the nine basic skills areas. The enablers have been grouped into sets of related skills under each icon. The list of general skill categories under each icon is as follows:

Reading Comprehension Skills
Research and Reference Skills
Functional Reading Skills

Language Skills
Composition Skills
Research Skills
Functional Writing Skills

Operation and Calculation Skills
Math Application Skills
Data Analysis and Display Skills
Functional Math Skills

General Science Skills
Life Science Skills
Physical Science Skills
Earth Science Skills

Oral Presentation Skills
Listening Skills
Interactive Communication Skills

General Relating Skills
Teamwork/Cooperative Skills
Leadership/Influencing Skills

Enablers
Cognitive Activities Skills

Job Search/Selection Skills
Job Acquisition/Development Skills

Information Analysis Skills
Social Studies Application Skills
Functional Social Studies Skills

Applicable enablers, grouped under their general categories, are listed beneath each icon in the left-hand margin of the activity, assignment, and job sheets. For example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and references skills. The basic skills that the exercise is promoting would be depicted in the margin as follows:

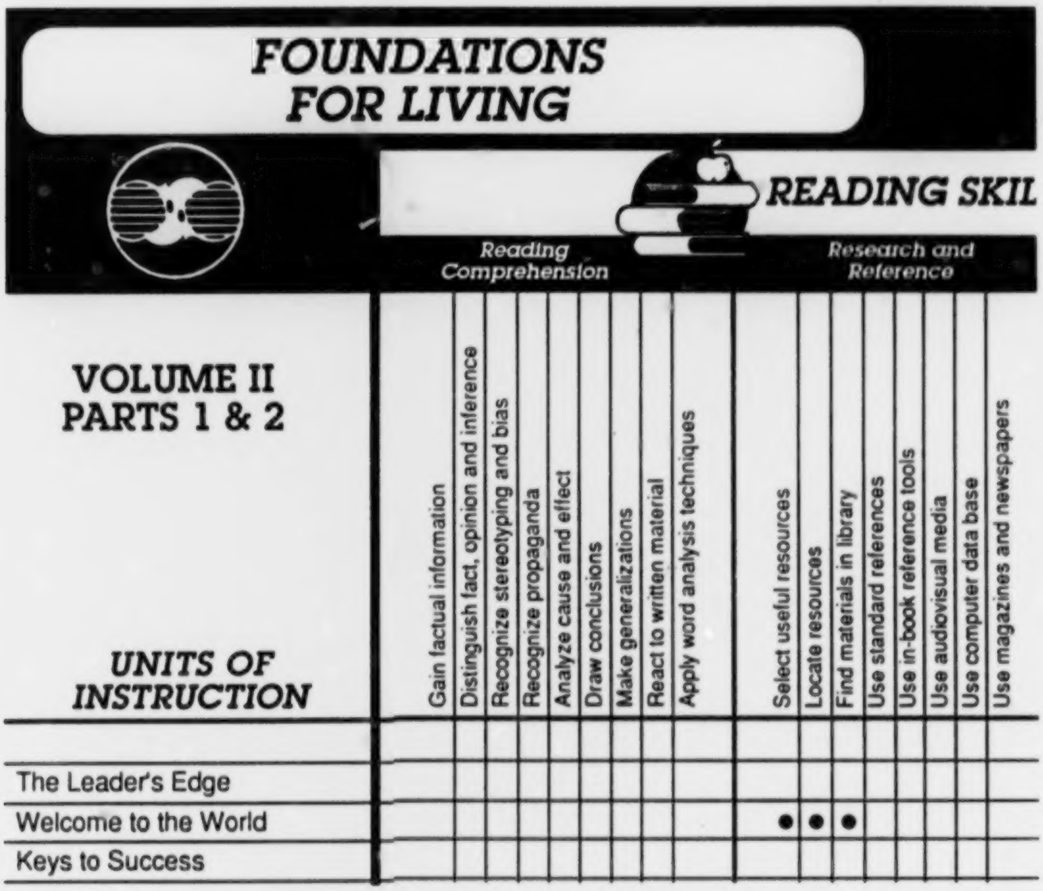
Reading Comprehension Skills
- Gain information

Research and Reference Skills
- Select useful resources
- Find materials in library

[Text]

III. Basic Skills Documentation Matrix

The third component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." This attractive 22" x 34" wall hanging graphically depicts the basic skills in a CIMC curriculum guide unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills **are** being addressed during the vocational training. Two copies of the matrix are included with each order of a teacher's book.



FOUNDATIONS FOR LIVING

READING SKIL

VOLUME II PARTS 1 & 2

UNITS OF INSTRUCTION	Reading Comprehension									Research and Reference							
	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers
The Leader's Edge																	
Welcome to the World										●	●	●					
Keys to Success																	

Matrices have been developed for most CIMC publications. For more information on those available for other programs, call CIMC Resale, 1-800-522-5810 Ext. 589 in Oklahoma, and 1-800-654-4502 in all other states.

IV. Suggested Evaluative Criteria

In some instances a "Suggested Evaluative Criteria" chart is included on assignment sheets to assist the teacher in scoring the basic skills portion of the assignment. As the title implies, these are suggestions only, and should be of use to the vocational teacher who has little experience or training in teaching or evaluating academic exercises such as composition writing. The criteria will usually appear with writing, oral presentation, or major project assignments. For example, suggested evaluative criteria given for a writing assignment would recommend number of points to be assigned for neatness of report, content, use of note cards, spelling, and grammar.

	SUGGESTED EVALUATIVE CRITERIA	
1.	Note cards with proper information	10 points
2.	Bibliography	5 points
3.	Footnotes	5 points
4.	Language skills (grammar, spelling, capitalization, punctuation, complete sentences)	15 points
5.	Composition skills (topic sentences, introductory paragraph)	15 points
6.	Content	45 points
7.	Neatness of report	5 points
	TOTAL	100 points

V. Instructional Supplement

Job and/or assignment sheets are accompanied by a "Basic Skill Instructional Supplement." These instructional supplements are grouped together: e.g., all job sheet instructional supplements will appear as a group in each unit. These series will appear directly in front of the exercises with which they are to be used—job or assignment sheets.

The supplement is a tool for the instructor to use in helping students apply the basic skills in their assignments. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise. The supplement is similar in format and content to the Suggested Activities protion of the CIMC materials.

INSTRUCTIONAL SUPPLEMENT	MOLDING "C' SHAPING	V
ASSIGNMENT SHEET	**Skill development for MATHEMATICS** • Introduce the assignment to the students by discussing with them the purpose of graphs. Stress the ability of graphs to represent numerical data in easy-to-read, visual format. • Use Student Supplement 3, "Interpreting Graphs," to review with students the major types of graphs and how they should be read.	

Lynna Ausburn, Ph.D.
Development Coordinator

Billie Frazier
Copy Specialist

USING THE CIMC WRITTEN TESTS AS PRETEST AND POSTTEST TO MEASURE STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single written test. This test can be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

DOCUMENTING STUDENT PERFORMANCE GAINS

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. The new CIMC unit tests and the instructions given here for pretest/posttest analysis are designed to help teachers keep accurate performance gains data with minimal effort.

WHY SHOULD BOTH A PRETEST AND A POSTTEST BE USED, AND WHY SHOULD THEY BE THE SAME?

It is only possible to calculate a **gain** in performance if competencies are tested **both** before and after training. The use of a pretest and posttest gives the required "before and after" information, allowing accurate comparison of student performance before and after completing a program of instruction.

Without pretest data, it is impossible to determine how well students could have met the objectives of a program without the benefit of any instruction. It would therefore be possible to incorrectly interpret good student performance on a posttest as gains in ability and knowledge produced by a good instructional program when, in fact, the posttest strength might be due merely to prior knowledge on the part of students. This erroneous conclusion is avoided by use of both pretest and posttest data.

If students cannot meet the objectives of a program prior to instruction but can meet them afterward, it is more likely that performance gain has been made as a result of instruction.

In order to provide data which can be precisely compared, the pretest and posttest **must be identical**. This is why CIMC materials have only one test for each unit. This test is intended to be used as both pretest and posttest.

By giving the written test to all students both before and after you present a unit, you will be ready to make the calculations needed for your analysis of students' performance gains on the unit. There are two techniques you should use for this analysis.

ANALYZING PERFORMANCE GAINS FOR GROUPS OF STUDENTS

The first step to measuring student performance gains on a unit is to examine the gains made by an **entire class or other group**.

The simplest technique for showing posttest gains for a group is to calculate **pass rates** on the unit test. Pass rates are very easy to calculate, and require a minimum of computation.

Pass rates are simple percentages; specifically, the percentage of students who answered each test question correctly.

Matching Test Questions to Objectives

To determine pass rates, the first step is to match each question on the test to a specific objective. This is easy with CIMC instructional materials, because they have clearly specified objectives.

For an example of matching test questions to objectives, look at the chart below. Here, a teacher has decided that test questions 1 and 4 test objective number 1; question 3 tests objective number 2; and test question number 2 tests objective number 3.

OBJECTIVE NUMBER	TEST QUESTION NUMBER
1	1
1	4
2	3
3	2

Calculating Pass Rates

After you have carefully cross-matched test questions and objectives, you are ready to proceed with the calculation of pass rates. You will determine a pass rate for **each test question**. Calculate pass rates with this simple formula:

$$\frac{\text{Number of students who passed the question}}{\text{Number of students in group}} \times 100 = \textbf{Pass Rate}$$

(% of the group that passed the question)

Keep in mind that pass rates examine the performance of a **group**. They do **not** provide information about individual students.

Using a Pass Rate Chart

The best way to record, display, and analyze pass rates is in a **Pass Rate Chart**. The chart puts all data in uniform and easily read format and simplifies data analysis. The chart should include pass rates for the group on both the pretest and posttest for all test questions, and should indicate which specific questions relate to each objective. It should also show pass rates for the test as a whole.

Completing a Pass Rate Chart

Below is an example of a Pass Rate Chart.

PASS RATE CHART

OBJECTIVE NUMBER	TEST QUESTION NUMBER	PRETEST PASS RATE	POSTTEST PASS RATE
1	1	0%	100%
1	4	2%	82%
2	3	0%	60%
3	2	4%	92%
TOTAL TEST RATES		100-90% 0% 89-80% 0% 79-70% 0% 69-60% 0% 59-50% 0% 49- 0% 99%	100-90% 60% 89-80% 20% 79-70% 10% 69-60% 5% 59-50% 5% 49- 0% 0%

By looking at the figures on the chart, you can easily see how great the difference in performance is for the class before and after instruction. You can also see which specific objectives and/or test questions caused problems for students. The differences between pretest and posttest pass rates represent performance gains for the group of students.

To complete a Pass Rate Chart, you need to go through a simple sequence of steps and record the information on the chart. A blank Pass Rate Chart is presented on page 11. You may duplicate this chart for your personal use.

To complete a Pass Rate Chart for a CIMC unit of instruction, go through the following steps:

1. Match the test questions on the written test to specific objectives, and fill in the first two columns on the left. These columns are labeled "Objective Number" and "Test Question Number." Some objectives may have more than one test question matched to them.

2. Give the CIMC written test as a pretest, then calculate the pass rate for each test question, using the formula given on page 4. Record the pass rate for each test question in the "Pretest Pass Rate" column.

EXAMPLE:

In a class of 26 students, 3 students got a question correct.
Pass rate for the question = (3 ÷ 26) X 100, or 11.5%.

3. Calculate the total test pass rates for the pretest, and fill in these rates at the bottom of the "Pretest Pass Rate" column. Do this as follows:

   a. Calculate the percentage score made by each student on the pretest, using this formula:

$$\frac{\text{Number of points scored by student}}{\text{Number of points on the test}} \times 100 = \text{Percentage Score}$$

EXAMPLE:

A student earns 6 points out of a total of 75 possible on the test. The student's percentage score is (6 ÷ 75) X 100, or 8%.

b. Determine how many students earned percentage scores in each of the following score ranges:

100-90%

89-80%

79-70%

69-60%

59-50%

40- 0%

c. Change the **number** of students in each score range into a **percentage** of the total group, using the following formula:

$$\frac{\text{Number of students who scored in an interval}}{\text{Total number of students in group}} \times 100$$

EXAMPLE:

In a group of 32 students, 12 students scored in the interval of 59-50%. The percentage of students who scored in this interval is (12 ÷ 32) X 100, or 37.5%.

4. Give the CIMC written test again as a posttest, then repeat steps 2 and 3 above. Fill in the appropriate figures in the "Posttest Pass Rate" column for each test question, and for the total test rates.

ANALYZING PERFORMANCE GAINS FOR INDIVIDUAL STUDENTS

After completing the Pass Rate Chart to analyze the performance gains for an **entire group** of students on a test, it is a good idea to calculate a measure of performance gains for **each individual** student. A simple and accurate way to do this is to calculate a **modified percentage gain score** for each student.

The modified percentage gain score for each student should be recorded in a **Modified Gain Record Chart**. This chart makes an easy reference for evaluating the gain performance of each student. A blank Modified Gain Record Chart appears on page 12. You may duplicate this chart for your personal use.

Calculating Modified Percentage Gain Scores

Modified percentage gain scores can be calculated at the top of each student's test paper. Calculate gain scores as follows:

1. Calculate the student's **Pretest Percentage**, or the percentage score the student made on the pretest. Use this formula:

$$\frac{\text{Number of points scored by student}}{\text{Number of points on the test}} \quad \text{X } 100$$

2. Subtract this percentage from 100%. The resulting figure is the **Percentage Available** to the student for improvement on the posttest.

3. Calculate the **Posttest Percentage**, or percentage score the student made on the posttest, using the formula given in step 1.

4. Subtract the **Pretest Percentage** from the **Posttest Percentage**. This figure is the **Percentage Gained** on the posttest.

5. Divide the **Percentage Gained** (step 4) by the **Percentage Available** for gain (step 2). This figure is the ***MODIFIED PERCENTAGE GAIN***. It shows what portion of the potential increase the student **actually gained**.

EXAMPLE:

As an example of the calculation of modified percentage gain scores, suppose a student made 10% on the pretest and 90% on the posttest. The calculation would be as follows:

1. The **Pretest Percentage** score of 10% was determined using the percentage formula given in step 1 on page 8.

2. **Percentage Available** to the student for improvement on the posttest:

100%
- 10% **(Pretest Percentage)**
90% **(Percentage Available)**

3. The **Posttest Percentage** of 90% was determined using the percentage formula.

4. **Percentage Gained** on the posttest:

90% **(Posttest Percentage)**
- 10% **(Pretest Percentage)**
80% **(Percentage Gained** on posttest)

5. The **MODIFIED PERCENTAGE GAIN** score:

80% **(Percentage Gained)** ÷ 90% **(Percentage Available)** X 100 = 89%

This student made a modified gain score of 89%. That means that the student earned 89% of the improvement that was possible for him/her on the posttest, based on his/her pretest score.

Using a Modified Gain Record Chart

A modified percentage gain score should be calculated for each student on each unit test. Enter the gain scores on a Modified Gains Record Chart like the one on page 12. (Copy this form for your own use.) By using this form, you can easily check the gain scores and analyze the performance gains made by your students on each unit of instruction.

If most students have made good performance gains from your instructional program, there will be a large number of high modified gain scores. This would indicate that your students are gaining from your program **most** of what they did not know before they received instruction.

****

You know how to verify gains in performance on CIMC unit tests, both for groups of students and for individual students. The procedures you have learned are based on:

- giving **pretests and posttests** which are identical
- calculating and analyzing **group pass rates** for learning objectives, for individual test questions, and for entire unit tests (Complete a Pass Rate Chart for each unit)
- calculating and analyzing **students' modified percentage gain scores** to determine their individual performance improvement (Complete a Modified Gain Record Chart for each unit)

By using these basic procedures you will gain accurate and objective information about what specific skills your students are mastering and how much they are improving as they proceed through your program. This information will be valuable in documenting your students' achievement gains, and in increasing accountability to students, parents, administrators, and government.

PASS RATE CHART

CLASS ______________________________

TEST/UNIT TITLE ______________________________

TEST DATE ______________________________

OBJECTIVE NUMBER	TEST QUESTION NUMBER	PRETEST PASS RATE	POSTTEST PASS RATE
TOTAL TEST PASS RATES		100-90% ___% 89-80% ___% 79-70% ___% 69-60% ___% 59-50% ___% 49-0% ___%	100-90% ___% 89-80% ___% 79-70% ___% 69-60% ___% 59-50% ___% 49-0% ___%

May be reproduced for teacher/evaluator use.

MODIFIED GAIN RECORD CHART

CLASS ______________________________

TEST/UNIT TITLE ______________________________

TEST DATE ______________________________

STUDENT'S NAME	PRETEST PERCENTAGE	POSTTEST PERCENTAGE	MODIFIED PERCENTAGE GAIN

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OBJECTIVE SHEET

ANALYZING THE HAIR AND SCALP

I

INTRODUCTION

As a professional cosmetologist you will spend most of your time analyzing hair and scalp. A cosmetologist who is familiar with his/her clients' hair and scalp, becomes a valuable part of the clients' overall health and beauty care. By being familiar with scalp and hair structure, and by recognizing disorders or diseases of the hair and scalp, you can be a great help to clients who depend on your professionalism and expertise.

UNIT OBJECTIVE

After completing this unit, the student will be able to analyze composition, structure, function, disorders, diseases, and condition of the scalp and hair. The student will show these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with scalp and hair analysis to their correct definitions.
2. Explain the composition and types of hair.
3. Label hair shapes and follicles.
4. Name the characteristics of hair according to their definitions.
5. Define scalp and hair disorders and diseases.
6. Discuss hair growth.
7. Define the layers of the hair shaft, hair root, and surrounding structures.
8. Discuss the removal of superfluous hair.
9. List sterilization and sanitation rules to observe during scalp and hair analysis.

10. Analyze case studies. (Assignment Sheet 1)

11. Identify parts of the hair root, surrounding structures, and layers of the hair. (Assignment Sheet 2)

SUGGESTED ACTIVITIES — ANALYZING THE HAIR AND SCALP

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a chemistry teacher to talk to the class about the composition of hair.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete assignment sheets.
- Make transparencies from transparency masters.
- Prepare a display of hair removal products and demonstrate hair removal techniques.

DELIVERY

Objective 1: Match terms associated with scalp and hair analysis to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Play a word game.
- Have a spelling contest.
- Build a vocabulary list.
- Have students make their own dictionary in a separate notebook.

Objective 2: Explain the composition and types of hair.

- Invite a chemistry teacher to discuss the composition of hair.

Objective 3: Label hair shapes and follicles.

- Use Transparency Master 1.

Objective 4: Name the characteristics of hair according to their definitions.

- Do a strand test using different chemical products and evaluate the texture, porosity, elasticity, and density of the hair.

  NOTE: Redkin has a tri-analysis machine that will analyze hair.

Objective 5: Define scalp and hair disorders and diseases.

- Use Transparency Masters 2 and 3.
- Invite a medical doctor or dermatologist to speak to the students about prevention and protection against diseases of the scalp.

  NOTE: Stress the importance of recognizing diseases that should not be treated in the salon.

Objective 6: Discuss hair growth.

- Discuss hair growth facts and fallacies.

Objective 7: Define the layers of the hair shaft, hair root, and surrounding structures.

- Use the microscope to determine the layers of a strand of hair.
- Use Transparency Masters 4 and 5.

Objective 8: Discuss the removal of superfluous hair.

- Invite an electrologist to talk with the students.
- Take the students on a field trip to the salon of an electrologist for a demonstration of hair removal.

- Discuss a hot and cold wax hair removal and chemical depilatory hair removal.
- Discuss other methods of hair removal.
- Demonstrate hair removal techniques.

Objective 9: List sterilization and sanitation rules to observe during scalp and hair analysis.

- Stress the importance of sterilization and sanitation in the salon.

APPLICATION

Objective 10: Analyze case studies.
Objective 11: Identify parts of the hair root, surrounding structures, and layers of the hair.

- Demonstrate elasticity on dry hair and wet hair.
- Let students test each other's hair to determine each other's hair structure.
- Have students complete Assignment Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed., West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed., West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed., Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET	ANALYZING THE HAIR AND SCALP	I

OBJECTIVE 1

Match terms associated with scalp and hair analysis to their correct definitions.

- **albinism** — condition characterized by the lack of pigment; normally affects eyes, skin, and hair
- **amino acids** — organic substances that aid in forming protein
- **appendage** — body part or organ joined to an axis or trunk
- **canities** — gray hair
- **cystine bond** — amino acid of the hair that may be broken by using strong chemicals; also known as a disulfide bond
- **disinfectant** — chemical used in sterilization
- **electrolysis** — process of removing hair permanently with an electric needle

  NOTE: Electrolysis should only be performed by a licensed electrologist.
- **hair** — appendage of the skin
- **hair stream** — hair growth pattern in which all the follicles are going the same direction
- **hypertrichosis** — excessive growth of hair; also known as hirsuties
- **keratin** — protein substance of which hair is composed
- **melanin** — dark pigment found in skin and hair
- **melanocyles** — produces the coloring matter for the hair bulb

  NOTE: When the melanocyles cannot make melanin, a person's hair turns gray.
- **molecule** — the smallest possible substance made up of two or more atoms chemically combined

- **peptide linkage** — bond under the scalp formed when amino acids become proteins during hair growth
- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, or toners
- **sterilize** — to make free from all germs
- **tyrosine** — amino acid involved in hair coloring
- **trichologist** — a person who specializes in the study of hair
- **trichology** — the study of hair

OBJECTIVE 2 **Explain the composition and types of hair.**

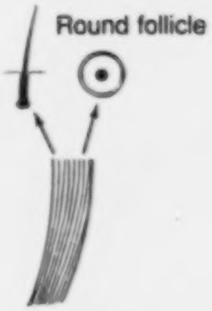
Composition of Hair

- Hair is made up of approximately 51% carbon, 7% hydrogen, 18% nitrogen, 5% sulphur, and 19% oxygen.

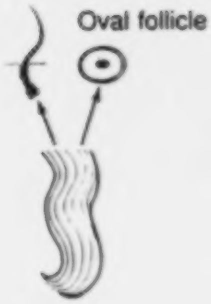
Types of Hair

- lanugo hair — hair all over the body
- terminal hair — hair found on the scalp, face, and extremities
- superalic hair — eyebrows
- cilia hair — lashes
- barba hair — facial hair
- pubic hair — genital hair
- auxiliary hair — underarm hair
- capilli hair — scalp hair

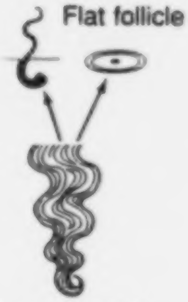
OBJECTIVE 3 **Label hair shapes and follicles.**



Straight hair



Wavy hair



Extremely curly

NOTE: The shape of the hair is determined by the angle of the hair follicle.

OBJECTIVE 4 **Name the characteristics of hair according to their definitions.**

- **hair texture** — coarseness or fineness of the hair

  NOTE: Fine hair has a thinner diameter than medium hair and coarse hair.

- **hair porosity** — amount of moisture that can be absorbed by the cuticle layers; the number of cuticle layers is in direct proportion to porosity; porosity may be affected by alkalines and acids; if the cuticle scales are packed tightly against the cortex, the hair is considered non-porous

NOTE: To check porosity, hold a one-inch square strand of dry hair straight away from the scalp between the middle and index fingers of your left hand slide the middle and index fingers of your right hand along the strand toward the scalp. The more the strands pile up or slide toward the scalp, the more porous the hair is.

- **elasticity** — the ability of the hair to stretch and return to its original shape without breaking

  NOTE: Dry hair with good elasticity can be stretched 20 percent of its own length. Wet hair having good elasticity may be stretched up to 50 percent of its own length.

- **density** — hair per square inch; average is 1,000 hairs per square inch of scalp

OBJECTIVE 5

Define scalp and hair disorders and diseases.

- **alopecia** — baldness
- **alopecia areata** — bald patches, usually caused by body disorders

  NOTE: Hair usually comes back in 6 to 12 months.

- **alopecia prematura** — hair loss early in life (before middle age)
- **alopecia senilis** — hair loss later in life (after middle age)
- **alopecia universalis** — hair loss over the body
- **hypertrichosis** — excessive hair growth; also called superfluous hair or hirsuties

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⚠ **CAUTION:** Never remove hair from moles, warts, inflamed, or diseased skin.

- **monilethrix** — beaded hair

- **pediculosis capitis** — head lice

  NOTE: If there are symptoms of head lice present, refer the client to a physician.

- **pili incarnati** — ingrown hair

- **pityriasis or dandruff** — small white flakes appearing on hair or scalp

- **trichoptilosis** — split ends

- **trichorrhexis nodosa** — knotted hair

- **trichosis** — any diseased condition of the hair

- **tinea capitis** — ringworm caused by a vegetable parasite

OBJECTIVE 6

Discuss hair growth.

There are three main stages of hair growth. The anagen stage is a growth stage lasting 2 to 3 years. During this stage, hair grows about 1/2 inch per month. The telogen stage is a resting stage and normally lasts 4 to 6 months. The catogen stage is a period where the growth of the hair is slow. Eventually, the hair falls out and then the whole process begins again.

Hair growth is affected by many factors. These include climate, hormones, and nutrition. Normally, hair grows about 1/2 inch a month. However, cooler temperatures can decrease or slow the blood supply to the papilla, thus slowing hair growth. Some hormones also increase hair growth. Nutrition plays an important role in hair growth. A person who is health and eats a well-balanced diet will generally have healthy hair.

Hair density is affected by the natural color of the hair. Blondes have an average of 140,000 hairs per head while people with brown or block hair have 110,000 and 105,000 hairs respectively. Redheads have the least dense hair with an average of 90,000 hairs per head.

The hair shaft is a dead structure. Shaving, cutting, or any type of removal does not make the hair growth faster. On average, humans lose between 50 and 75 hairs each day.

OBJECTIVE 7

Define the layers of the hair shaft, hair root, and surrounding structures.

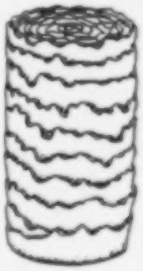
- **arrector pili** — small involuntary muscle that is attached to the hair follicle

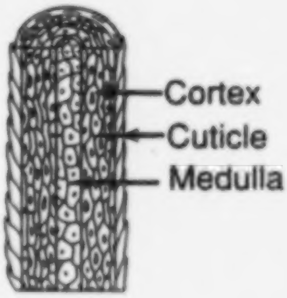
  NOTE: When a person experiences cold or fear, the muscle contracts, and pulls on the hair follicle, causing the hair within the follicle to stay away from the skin. This is commonly referred to as "goose bumps."

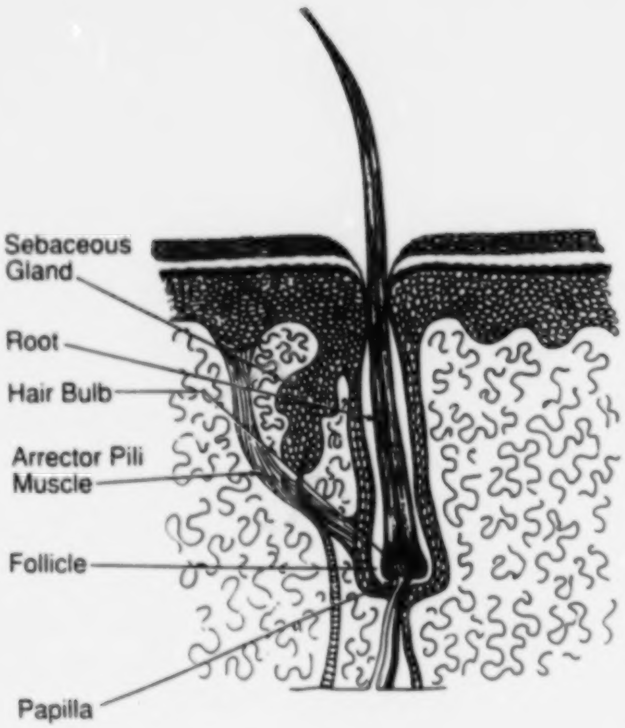
- **cortex** — middle and largest layer of the hair
- **cuticle** — outside layer of the hair
- **follicle** — tubelike channel in the skin
- **hair bulb** — bottom part of the follicle
- **hair root** — part of the hair that is below the skin
- **hair shaft** — part of the hair that is above the skin
- **medulla** — innermost layer of the hair

  NOTE: Some hair does not have a medulla.

- **papilla** — cell producing part of the hair; contains a nerve and blood supply needed to form hair and keep it growing
- **sebaceous glands** — oil glands attached to the hair follicle
- **sebum** — body oil produced from the sebaceous glands







OBJECTIVE 8

Discuss the removal of superfluous hair.

There are two categories of superfluous hair removal. **Epilation** removes the hair from the follicle under the skin. **Depilation** removes the hair at skin level.

Tweezing is a common method of epilation and it is a temporary method of hair removal. Tweezing involves pulling hairs out through the use of tweezers. Tweezers are used to grasp the hair and pull it from the follicle. Tweezing is commonly used to shape eyebrows.

The only method of permanent hair removal is **electrolysis.** Electrolysis is a form of epilation and the short wave method of electrolysis is generally used. It usually involves the insertion of a fine needle into the hair follicle. The hair is destroyed by using heat to coagulate the papilla. The first treatment does not always destroy the papilla; repeat treatment may be necessary. Electrolysis should always be done by a licensed electrologist.

Common forms of depilation include shaving and the use of depilatories. **Shaving** is normally used to remove large ares of hair, such as on the legs. Shaving can be done with a standard razor and shaving cream or other lubricant or with an electric razor. The use of **depilatories** for temporary hair removal can include the application of physical or chemical depilatories.

Waxing is a physical removal process. Warm or cool wax is applied to the skin, depending on the method selected. After the wax has set, it is removed very quickly. The quick removal pulls the hair attached to the wax off at the same time.

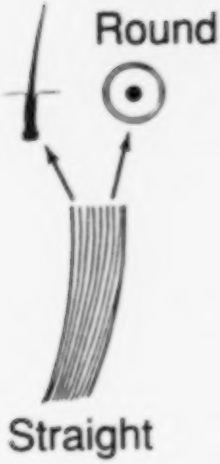
Chemical depilatories come in many forms. **Foams, sprays,** and **lotions** are common forms. Chemical depilatories dissolve the hair shaft at the surface of the skin. Care should be taken when using these products. Always follow manufacturer's directions and check for allergic reactions or sensitivity to the product.

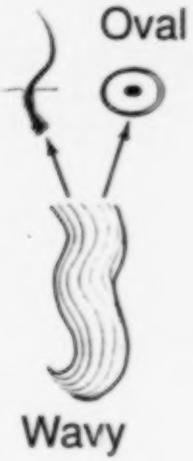
OBJECTIVE 9

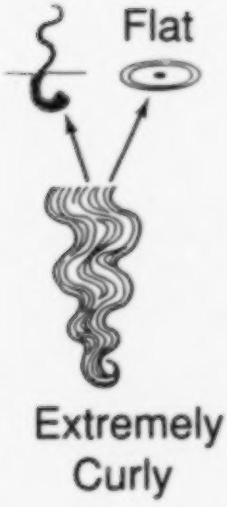
List sterilization and sanitation rules to observe during scalp and hair analysis.

- Sanitize hands before and after each client.
- Sterilize combs and brushes after each client.
- Use fresh neck strips for each client.
- Do not place implements in pockets.
- Use clean towels for each client.

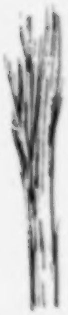
Hair Shapes and Follicles


Round
Straight

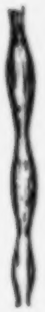



Flat
Extremely
Curly

Scalp Disorders

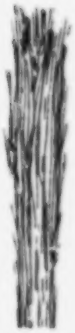


Trichoptilosis
(Split Ends)



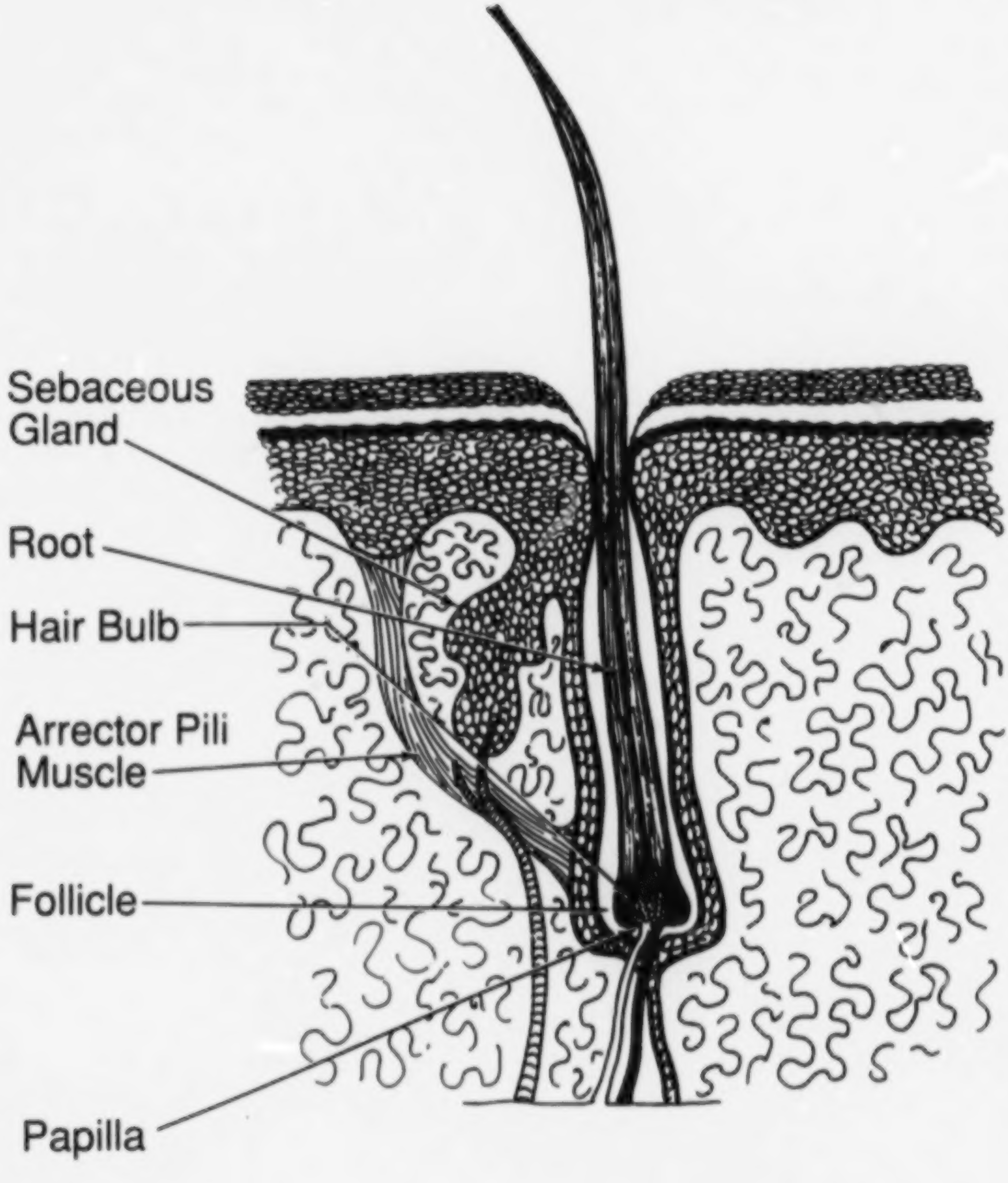
Monilethrix
(Beaded Hair)

Trichorrhexis Nodosa
(Knotted Hair)

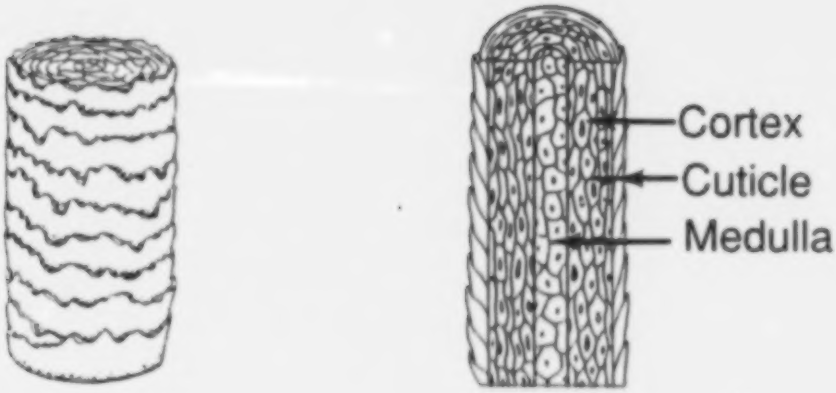


Fragilitas Crinium
(Brittle Hair)

Layers of the Hair Shaft, Hair Root, and Surrounding Structures


Sebaceous Gland
Root
Hair Bulb
Arrector Pili Muscle
Follicle
Papilla

Layers of the Hair Shaft


Cortex
Cuticle
Medulla

ANALYZING THE HAIR AND SCALP

ASSIGNMENT SHEET 1

Development of:
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why creative thinking/problem solving and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Analyzing/synthesizing information

  - Drawing conclusions

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure

- If students have difficulty analyzing/synthesizing information:

  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.

  - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.

- If students have difficulty drawing conclusions:

  - Direct them to examine the collected data and look for patterns.

  - Have them compare the specific situation to the norm.

  - Suggest they look at pictures or illustrations that depict the situations they are working with.

- If students have difficulty mastering a specific job task/procedure:
    - — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
    - — Suggest they study each component of the procedure to determine which area is causing difficulty.
    - — Review the entire procedure.
    - — Team them with proficient students or professionals to practice the procedure.

ASSIGNMENT SHEET 2

Development of:
SCIENCE SKILLS

- Introduce the assignment to the students by discussing why creative thinking/problem solving and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  SCIENCE SKILLS

    - — Identify/classify living organisms.
    - — Investigate/apply principles of anatomy/physiology

- If students have difficulty identifying/classifying living organisms:
    - — Review information presented in *Cosmetology Core* dealing with characteristics and functions of the skin and scalp.
    - — Let the students view cross sections of skin and hair under a microscope so they can see what the layers of the skin and hair look like under magnification.

- If students have difficulty investigating/applying principles of anatomy/physiology:
    - — Review characteristics of the skin, hair, and scalp.

- Discuss the functions and purposes of the hair root, surrounding structures, and the layers of the hair shaft.

- Discuss the relationships between the hair and the scalp and how these relationships affect hair condition and growth.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

ASSIGNMENT SHEET 1

ANALYZING THE HAIR AND SCALP

I

Name ______________________________ Score __________

OBJECTIVE 10

Analyze case studies.

DIRECTIONS

These case studies look at characteristics such as elasticity, porosity, texture, and density. Analyze each case and determine the characteristic or type of hair in each example.

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions

Job Acquisition/ Development Skills
- Master specific job task/procedure

1. When Paula dries her hair, it absorbs the moisture and takes a long time to dry. How would you describe Paula's hair?

   ____

2. Randy has more hair per square inch than most people. How would you describe Randy's hair?

   ____

3. Phyllis has fine hair, not coarse or thick hair. What characteristic deals with the fineness or coarseness of Phyllis's hair?

   ____

4. When Terri pulls out a dry strand of hair, it stretches more than 20%. Terri's hair has good ____________________

5. Pat wants a short haircut but her hair is too fine. The cut she desires requires coarse hair. What characteristic will determine her cut?

   ____

6. John wants a permanent. His hair breaks easily and is too weak to perm. What characteristic deals with breakage?

   ____

7. Marilyn's hair dries quickly and absorbs very little moisture. The cuticle scales are packed tightly against the cortex. Marilyn's hair is considered ____________________

ASSIGNMENT SHEET 2

ANALYZING THE HAIR AND SCALP

I

Name ______________________________ Score ________

OBJECTIVE 11

Identify parts of the hair root, surrounding structures, and layers of the hair shaft.

DIRECTIONS

Use the information presented in Objective 7 to identify parts of the hair root, surrounding structures, and layers of the hair shaft. Write the correct letter in the appropriate blank.

Life Science Skills
- Identify/classify living organisms
- Investigate/apply principles of anatomy/physiology

Hair root and surrounding structures

___ 1. root

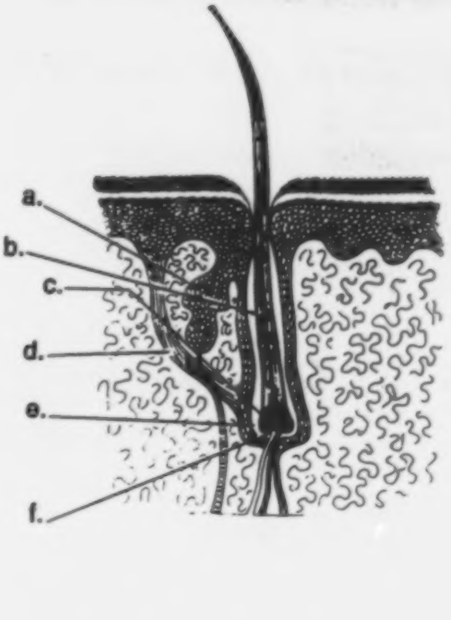
___ 2. hair bulb

___ 3. follicle

___ 4. papilla

___ 5. arrector pili muscle

___ 6. sebaceous gland

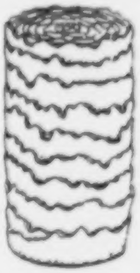


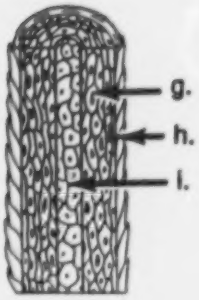
Hair shaft

___ 7. cortex

___ 8. cuticle

___ 9. medulla





ASSIGNMENT ANSWERS

ANALYZING THE HAIR AND SCALP

ASSIGNMENT SHEET 1

1. porous
2. dense
3. texture
4. elasticity
5. texture
6. elasticity
7. non-porous

ASSIGNMENT SHEET 2

1. b
2. c
3. e
4. f
5. d
6. a
7. h
8. g
9. i

WRITTEN TEST

ANALYZING THE HAIR AND SCALP

I

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with scalp and hair analysis to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Substance which gives color to hair, skin, dyes, inks, tints, or toners

___ 2. Chemical used in sterilization

___ 3. Amino acid of the hair that may be broken by using strong chemicals; also known as a disulfide bond

___ 4. Condition characterized by the lack of pigment; normally affects eyes, skin, and hair

___ 5. Body part or organ joined to an axis or trunk

___ 6. The study of hair

___ 7. Gray hair

___ 8. Dark pigment found in skin and hair

___ 9. Protein substance of which hair is composed

___10. A person who specializes in the study of hair

a. cystine bond

b. fungus

c. disinfectant

d. trichologist

e. canities

f. pigment

g. appendage

h. albinism

i. keratin

j. melanin

k. trichology

l. CO_2

m. neutralizer

May be photocopied for student use.

PART II

___ 1. The hair growth pattern in which all the follicles are going in the same direction

___ 2. Amino acid involved in hair coloring

___ 3. Bond under the scalp formed when amino acids become proteins during hair growth

___ 4. Process of removing hair permanently with an electric needle

___ 5. Excessive growth of hair; also known as hirsuties

___ 6. The smallest possible substance made up of two or more atoms chemically combined

___ 7. To make free from all germs

___ 8. Organic substances that aid in forming protein

___ 9. Appendage of the skin

___10. Produces the coloring matter for the hair bulb

a. tyrosine

b. appendage

c. hair

d. hypertrichosis

e. amino acids

f. hair stream

g. elasticity peptide

h. peptide linkage

i. porosity

j. electrolysis

k. molecule

l. porosity

m. sterilize

n. melanocyles

OBJECTIVE 2

Explain the composition and types of hair. Write your answers in the spaces provided.

Composition of hair:

____

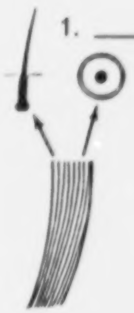
____

May be photocopied for student use.

Types of hair:

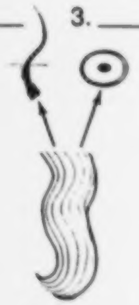
1. Lanugo hair ____________________
2. Terminal hair ____________________
3. Superalic hair ____________________
4. Cilia hair ____________________
5. Barba hair ____________________
6. Pubic hair ____________________
7. Auxiliary hair ____________________
8. Capilli hair ____________________

OBJECTIVE 3 **Label hair shapes and follicles.** Write the correct answers in the blanks.



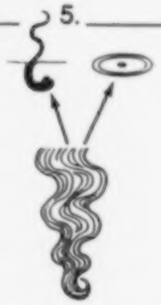
1. ____________________

2. ____________________



3. ____________________

4. ____________________



5. ____________________

6. ____________________

May be photocopied for student use.

OBJECTIVE 4

Name the characteristics of hair according to their definitions. Write the correct characteristic in the blank.

______________ 1. Hair per square inch; average is 1,000 hairs per square inch of scalp

______________ 2. Coarseness or fineness of the hair

______________ 3. Amount of moisture that can be absorbed by the cuticle layers

______________ 4. The ability of the hair to stretch and return to its original shape without breaking

OBJECTIVE 5

Define scalp and hair disorders and diseases. Write the definitions in the spaces provided.

1. Alopecia ____

2. Alopecia areata ____

3. Alopecia prematura ____

4. Alopecia senilis ____

5. Alopecia universalis ____

6. Hypertrichosis ____

____

7. Monilethrix ____

8. Pediculosis capitis ____

9. Pili incarnati ____

10. Pityriasis or dandruff ____

____

11. Trichoptilosis ____

May be photocopied for student use.

12. Trichorrhexis nodosa ____________________

13. Trichosis ____________________

14. Tinea capitis ____________________

OBJECTIVE 6 **Discuss hair growth.** Write your answers in the blanks.

1. What is the anagen stage and how long does it last?

____

____

2. What is the telogen stage and how long does it last?

____

____

3. What is the speed of hair growth during the catagen stage?

____

____

4. How does climate affect hair growth?

____

____

5. What effect do hormones have on hair growth?

____

____

6. What role does nutrition play in hair growth?

____

____

May be photocopied for student use.

7. Which hair color is the most dense?

8. How many hairs does the average person lose per day?

9. What effect does cutting, shaving, or removal have on hair? Why?

OBJECTIVE 7

Define the layers of the hair shaft, hair root, and surrounding structures. Write your definitions in the blanks.

1. Arrector pili
2. Cortex
3. Cuticle
4. Follicle
5. Hair bulb
6. Hair root
7. Hair shaft
8. Medulla
9. Papilla
10. Sebaceous glands

May be photocopied for student use.

11. Sebum ____________________

OBJECTIVE 8

Discuss the removal of superfluous hair. Discuss the two categories of hair removal and methods discussed in the information sheet. Write your answer in the space provided.

May be photocopied for student use.

OBJECTIVE 9

List sterilization and sanitation rules to observe during scalp and hair analysis. List five rules below.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

NOTE: Objectives 10 and 11 are evaluated on assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

ANALYZING THE HAIR AND SCALP

I

OBJECTIVE 1

PART I		PART II	
1. f	6. k	1. f	6. k
2. c	7. e	2. a	7. m
3. a	8. j	3. h	8. e
4. h	9. i	4. j	9. c
5. g	10. d	5. d	10. n

OBJECTIVE 2

Composition of hair: Hair is made up of approximately 51% carbon, 7% hydrogen, 18% nitrogen, 5% sulphur, and 19% oxygen

Types of hair:

1. lanugo hair — hair all over the body
2. terminal hair — hair found on the scalp, face, and extremities
3. superalic hair — eyebrows
4. cilia hair — lashes
5. barba hair — facial hair
6. pubic hair — genital hair
7. auxiliary hair — underarm hair
8. capilli hair — scalp hair

OBJECTIVE 3

1. round
2. straight
3. oval
4. wavy
5. flat

6. extremely curly

OBJECTIVE 4

1. density
2. texture
3. porosity
4. elasticity

OBJECTIVE 5

1. alopecia — baldness
2. alopecia areata — bald patches, usually caused by body disorders
3. alopecia prematura — hair loss early in life (before middle age)
4. alopecia senilis — hair loss later in life (after middle age)
5. alopecia universalis — hair loss over the body
6. hypertrichosis — excessive hair growth; also called superfluous hair or hirsuties
7. monilethrix — beaded hair
8. pediculosis capitis — head lice
9. pili incarnati — ingrown hair
10. pityriasis or dandruff — small white flakes appearing on the hair or scalp
11. trichoptilosis — spilt ends
12. trichorrhexis nodosa — knotted hair
13. trichosis — any diseased condition of the hair
14. tinea capitis — ringworm caused by a vegetable parasite

OBJECTIVE 6

1. Growth stage; lasts 2-3 years with hair growth of about ½" a month

2. Resting stage that lasts 4-6 months
3. Slow
4. Hair grows more slowly in cooler temperatures.
5. Some hormones increase hair growth.
6. A person who is healthy and eats well-balanced meals will generally have healthy hair.
7. Blond
8. 50-75
9. None; the hair shaft is a dead structure.

OBJECTIVE 7

1. arrector pili — small involuntary muscle that is attached to the hair follicle
2. cortex — middle and largest layer of the hair
3. cuticle — outside layer of the hair
4. follicle — tubelike channel in the skin
5. hair bulb — bottom part of the follicle
6. hair shaft — part of the hair that is above the skin
7. medulla — innermost layer of the hair
8. papilla — cell producing part of the hair; contains a nerve and blood supply needed to form hair and keep it growing
9. sebaceous gland — oil glands attached to the hair follicle
10. sebum — body oil produced from the sebaceous glands

OBJECTIVE 8

Answer should include the following:

There are two categories of superfluous hair removal. Epilation removes the hair from the follicle under the skin. Depilation removes the hair at skin level.

Tweezing is a common method of epilation, and it is a temporary method of hair removal. Tweezing involves pulling hairs out through the use of tweezers. Tweezers are used to grasp the hair and pull it from the follicle. Tweezing is commonly used to shape eyebrows.

The only method of permanent hair removal is electrolysis. Electrolysis is a form of epilation and the short wave method of electrolysis is generally used. It usually involves the insertion of a fine needle into the hair follicle. The hair is destroyed by using heat to coagulate the papilla. The first treatment does not always destroy the papilla; repeat treatment may be necessary. Electrolysis should always be done by a licensed electrologist.

Common forms of depilation include shaving and the use of depilatories. Shaving is normally used to remove large ares of hair, such as on the legs. Shaving can be done with a standard razor and shaving cream or other lubricant or with an electric razor. The use of depilatories for temporary hair removal can include the application of physical or chemical depilatories.

Waxing is a physical removal process. Warm or cool wax is applied to the skin, depending on the method selected. After the wax has set, it is removed very quickly. The quick removal pulls the hair attached to the wax off at the same time.

Chemical depilatories come in many forms. Foams, sprays, and lotions are common forms. Chemical depilatories dissolve the hair shaft at the surface of the skin. Care should be taken when using these products. Always follow manufacturer's directions and check for allergic reactions or sensitivity to the product.

OBJECTIVE 9

- Sanitize hands before and after each client.
- Sterilize combs and brushes after each client.
- Use fresh neck strips for each client.
- Do not place implements in pockets.
- Use clean towels for each client.

OBJECTIVE SHEET

BRUSHING AND SCALP MANIPULATIONS

II

INTRODUCTION

To have healthy hair, the scalp must be clean and free of abrasions. One way to maintain a healthy scalp is through scalp treatments. This unit will show you numerous methods for preserving a healthy scalp.

UNIT OBJECTIVES

After completing this unit, the student will be able to perform scalp treatments and scalp manipulations. The student will also be able to identify the anatomy related to scalp treatments. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with brushing and scalp treatment to their correct definitions.
2. Identify bones related to scalp massage.
3. Identify muscles affecting scalp massage.
4. Identify nerves related to scalp massage.
5. State the correct treatment for scalp and hair problems.
6. List safety precautions to observe while using high-frequency current.
7. Distinguish between the use of ultra-violet rays and infra-red rays.
8. Brush hair for a scalp treatment. (Job Sheet 1)
9. Perform scalp manipulations. (Job Sheet 2)
10. Apply direct and indirect high-frequency current treatments to scalp. (Job Sheet 3)

11. Apply therapeutic rays to scalp. (Job Sheet 4)

12. Apply heat cap scalp treatment. (Job Sheet 5)

SUGGESTED ACTIVITIES

BRUSHING AND SCALP MANIPULATIONS II

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a massage therapist to talk about the healthful benefits of massage.
  - Invite a psychiatrist or medical doctor to talk about mental health and the benefits of massage to the nerves.
  - Invite a product representative to talk about the benefits of their product on the scalp and hair.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in scalp treatments and/or natural hair growth.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with brushing and scalp treatment to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Invite a product representative to talk about the benefits of their product on hair.

- Play a word game, such as concentration or password, using terms and definitions from this unit.

Objective 2: Identify bones related to scalp massage.

- Use the skeleton from the science room if you do not have one. Let the students find the bones related to scalp massage on the skeleton and then point to them on their head or the head of a classmate.

Objective 3: Identify muscles affecting scalp massage.

- Invite a massage therapist to talk about the healthful benefits of massage.

- Have students locate the muscles on their head or on the head of a classmate.

Objective 4: Identify nerves related to scalp massage.

- Invite a psychiatrist or medical doctor to talk about mental health and the benefits of massage to the nerves.

Objective 5: State the correct treatment for scalp and hair problems.

- Have the students discuss scalp and hair problems which they have experienced.

- Invite a product representative to talk about the benefits of their product on the scalp and hair.

- Use Student Supplement 1 and Transparency Master 1.

Objective 6: List safety precautions to observe while using high-frequency current.

- Discuss when scalp manipulations should and should not be given.

⚠ **WARNING:** Improper use of high-frequency current could lead to injury or death.

Objective 7: Distinguish between the use of ultra-violet rays and infra-red rays.

- Demonstrate both methods to the class, making sure they have a clear understanding of both before they begin application.

APPLICATION

Objective 8: Brush hair for a scalp treatment.
Objective 9: Perform scalp manipulations.
Objective 10: Apply direct and indirect high-frequency current treatments to scalp.
Objective 11: Apply therapeutic rays to scalp.
Objective 12: Apply heat cap scalp treatment.

- Have students complete Job Sheets 1-5.
- Use Transparency Master 1 with Job Sheets 3-5.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Colletti, Anthony B. *Competency in Cosmetology*, 2nd ed. Keystone Publications, Inc: New York, NY, 1987.
- Dalton, John. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Colletti, Anthony B. *Competency in Cosmetology*, 2nd ed. Keystone Publications, Inc: New York, NY, 1987.
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- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

- Scott, Olive P. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

BRUSHING AND SCALP MANIPULATIONS *II*

OBJECTIVE 1

Match terms associated with brushing and scalp treatment to their correct definitions.

- **alopecia** — baldness
- **dry scalp** — condition caused by a lack of oil from the sebaceous glands
- **electrode** — device used to apply electricity to the body
- **electrode holder** — device used to conduct electricity to an electrode
- **faradic current** — electrical treatment that stimulates blood circulation, reduces tension, and relaxes muscles
- **germicidal action** — process which aids in eliminating bacteria
- **glass rake** — scalp electrode
- **high-frequency current** — a heat-producing current that has a germicidal action to treat skin and scalp disorders

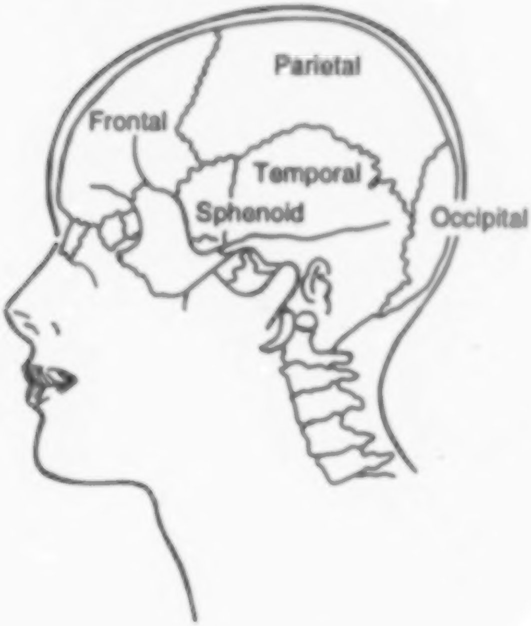
CAUTION: Always follow manufacturer's directions and observe safety rules and regulations for operating electrical equipment. Misuse of this equipment could be hazardous to you and/or your client.

- **implement** — utensil or tool used to perform work
- **manipulation** — process of treating or massaging the scalp with hands or with a mechanical device
- **oily scalp** — condition caused by over-active sebaceous glands in the scalp
- **pityriasis capitis simplex** — dry dandruff; white flakes on the scalp and hair that is powdery and itchy
- **pityriasis steatoides** — oily dandruff; yellowish, greasy flakes that appear to cling to the scalp

- **ultra-violet light** — device which has both a chemical and germicidal action

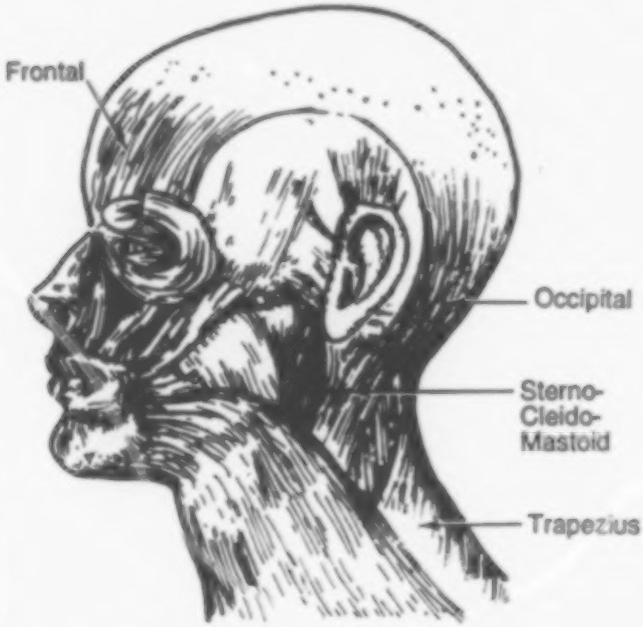
OBJECTIVE 2 **Identify bones related to scalp massage.**

- **frontal bone** — one frontal bone; located in the forehead area of the head
- **parietal bones** — two parietal bones; located in the crown area; the parietal bones form the top and sides of the head
- **occipital bone** — one occipital bone; located at the back of the head where the "knowledge bone" protrudes
- **temporal bones** — two temporal bones; located in the ear area, below the parietal bones
- **sphenoid bone** — one sphenoid bone; joins all the bones of the cranium together



OBJECTIVE 3 **Identify muscles affecting scalp massage.**

- **frontal** — located at the forehead; raises the eyebrows, draws the scalp backwards, and wrinkles the brow area
- **occipital** — located at the back of the head; draws the scalp backwards
- **sterno-cleoid-mastoid** — located in the neck from the collarbone to the back of the ear; bends and rotates the head
- **trapezius** — located in the neck and the upper region of the back; draws the head backward and sideways



OBJECTIVE 4 **Identify nerves related to scalp massage.**

- **trigeminal nerve** — the fifth cranial nerve; responsible for facial, scalp, and teeth sensations, and chewing movements; is a sensory nerve and consists of three branches
  - **ophthalmic nerve** — transmits sensations from the forehead, the eyelids, the eyebrows, and the nose

- **mandibular nerve** — transmits sensations from the lower lip, teeth, gums, jaws, and the sides of the head

- **maxillary nerve** — transmits sensations from the middle of the face, the lower eyelids, and upper lip

- **facial nerve** — the seventh cranial nerve; a motor nerve; a mixed nerve consisting of six branches of which only three are important to scalp massage

  - **cervical nerve** — the motor nerve which acts on the muscle on the side of the neck

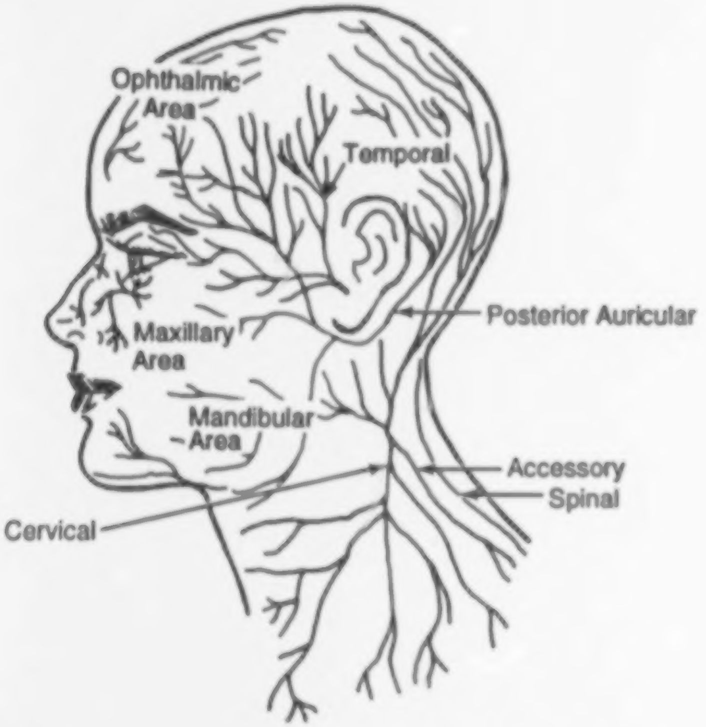
  - **posterior auricular nerve** — the motor nerve which acts on the muscles behind the ears

  - **temporal nerve** — the motor nerve which acts on muscles above and in front of the ears, eyelids, eyebrows, and the upper cheeks

- **accessary nerve** — the eleventh cranial nerve; this motor nerve carries impulse to the neck and shoulder muscles from the brain and consist of two branches

  - **accessary nerve** — transmits sensations from the brain to the neck and upper back and is responsible for speech

  - **spinal nerve** — transmits sensations from the brain through the **sterno-cleoid-mastoid** and **trapezius** muscles to the neck and back and is responsible for head movement


Ophthalmic Area
Temporal
Posterior Auricular
Maxillary Area
Mandibular Area
Accessory
Spinal
Cervical

OBJECTIVE 5

State the correct treatment for scalp and hair problems.

- **dry scalp** — scalp manipulations or high-frequency current
- **oily scalp** — frequent shampoos and the use of an antiseptic lotion

  NOTE: Scalp manipulations are not recommended; they tend to stimulate the oil glands.

- **pityriasis** — dandruff shampoo and antiseptics
- **alopecia** — sometimes can be treated by scalp manipulations

  NOTE: If the papilla has not been destroyed, it will produce hair cells, but you have no way of knowing the condition of the papilla.

OBJECTIVE 6

List safety precautions to observe while using high-frequency current.

- Avoid contact with metal.
- Avoid use if client has a heart condition.
- Always wear eye goggles.
- Avoid standing on damp or wet floors.
- Avoid using current for more than five minutes.
- Avoid the use of lotions containing alcohol.

⚠ **CAUTION:** Follow manufacturer's directions. Protect the client and yourself from electrical shock.

OBJECTIVE 7

Distinguish between the use of ultra-violet rays and infra-red rays.

- **Infra-red rays** — therapeutic light rays which aid in increasing metabolism, relieving pain, increasing oxidation in tissues, increasing secretion of sebum and perspiration, dilating blood vessels, and relaxing dermal tissues; applied by means of a special lamp

---

⚠ **CAUTION:** Always place cotton pads on client's eyes when using infra-red therapy.

- **ultra-violet rays** — therapeutic light rays which have a germicidal action and are beneficial in the treatment of acne, seborrhea, and dandruff; applied by means of a special lamp

---

⚠ **CAUTION:** Eye goggles should be worn by client and cosmetologist when using ultra-violet therapy.

DIFFERENT TYPES OF HAIR AND SCALP TREATMENT

A. **Brush hair for scalp treatment.**

- Brushing the hair is as important as the scalp treatment itself. It removes tangles and stimulates the scalp.

B. **Perform scalp manipulations.**

- Give scalp manipulations with the cushions of the fingers. For larger circular manipulations, use the heel of the hand. Manipulations should be repeated three times very slowly.

C. **Apply direct and indirect high-frequency current treatments to scalp.**

- Direct current — The cosmetologist holds the electrode and applies it to the client's scalp or face.

- Indirect current — The client holds the electrode while the cosmetologist massages the face or scalp.

NOTE: Always follow the manufacturer's directions while operating a high-frequency unit.

D. **Apply therapeutic rays to scalp.**

- Apply heat lamps used for skin and scalp treatments.

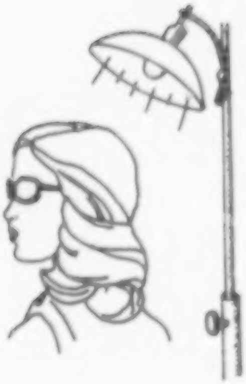
E. **Apply heat cap scalp treatment.**

- The client is placed under the cap for 10 to 30 minutes. The heat aids in muscle relaxation and softens the scalp.

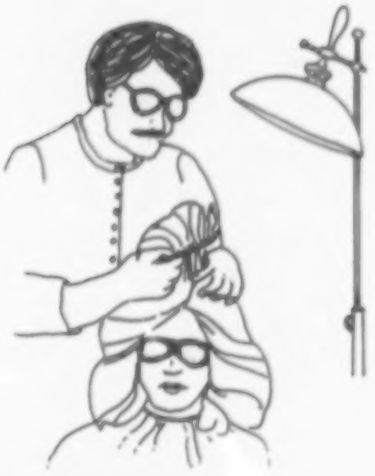
NOTE: Always apply a protective plastic bag over the hair before applying the head cap. This prevents scalp creams from coming in contact with the inside of the cap.

TM 1

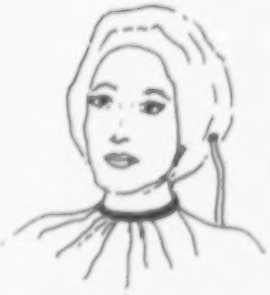
Equipment Needed for Scalp Treatments



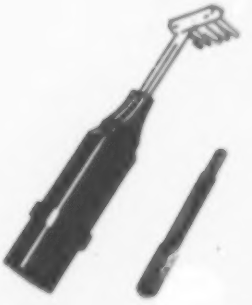
Infra-Red Lamp



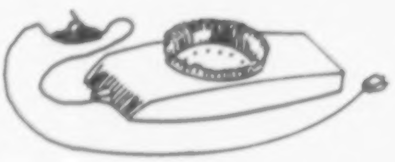
Ultra-Violet Lamp



Heat Cap



Electrodes for
High Frequency Current



Oil Heater

JOB SHEETS 1 and 4

Development of:
READING SKILLS
MATHEMATICS SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, mathematics, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  MATHEMATICS SKILLS

  - Using English & metric measures

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using English and metric measures:
  - Review units of measure and how to use conversion tables.

- Suggest that they look at a ruler or tape marked in both English and metric units and study the units and divisions until they have a concrete idea about the different units of measurement.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEETS 2 and 5

Development of:
READING SKILLS
MATHEMATICS SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, mathematics, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  MATHEMATICS SKILLS

  — Using English & metric measures

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

  — Dealing effectively with customers/clients

- If students have difficulty transferring knowledge/training to new situations:

  — Review the pertinent training. Compare the new situation to the training situation.

  — Examine ways in which training can be used in the new situation.

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 3

Development of:
READING SKILLS
SCIENCE SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, science, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  SCIENCE SKILLS

  — Investigating/applying technology

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

  — Dealing effectively with customers/clients

- If students have difficulty investigating/applying technology,

  — Review characteristics and functions of tools and procedures.

  — Review indications for and use of various treatments.

  — Review determinations which can be made and what they indicate.

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1 — BRUSHING AND SCALP MANIPULATIONS — II

OBJECTIVE 8

Brush hair for a scalp treatment.

INTRODUCTION

When giving scalp treatments, brushing with a natural bristle brush will remove dust and dirt. Brushing will give hair a natural luster and sheen that can contribute to increased circulation in the scalp. Clients who have active careers or family responsibilities can benefit from the stimulating effect of brushing.

IMPLEMENTS AND EQUIPMENT

- Hairbrush

  NOTE: Natural-bristled brushes are usually recommended.

- Shampoo cape
- Towel

SUPPLIES

- Neck strip

PROCEDURE

1. Sanitize hands.
2. Drape client.
3. Remove any objects from hair.
4. Examine scalp for cuts or abrasions.

CAUTION: If cuts or abrasions are present, do not brush. Consult instructor before proceeding further.

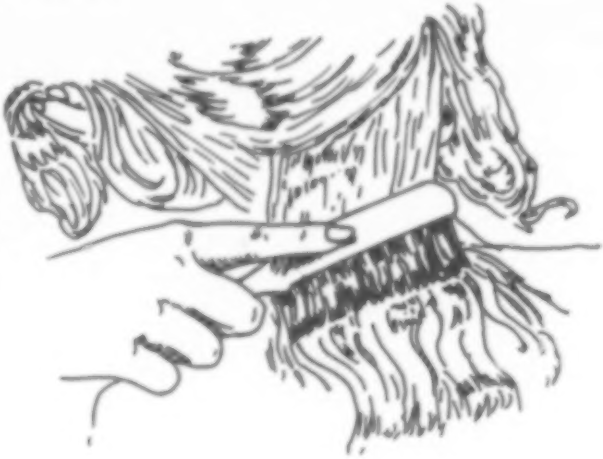
Functional Reading Skills
- Follow written instructions

Math Application Skills
- Use English & metric measures

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Begin with small sections of hair on the nape, and work up to top of head, brushing out backcombing or tangles that may be present. (Figure 1)

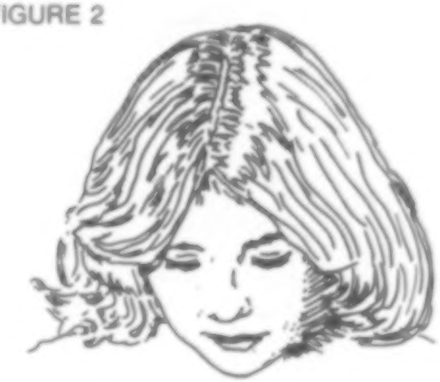
FIGURE 1



NOTE: By brushing small sections from nape up, there is less stress on the hair and less discomfort to the client.

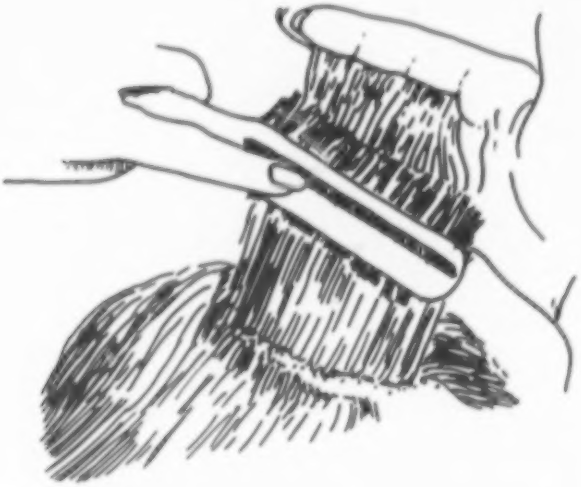
6. Part hair down the center of the head. (Figure 2)

FIGURE 2



7. Begin brushing on right front side of head using horizontal partings of about ½" wide. (Figure 3)

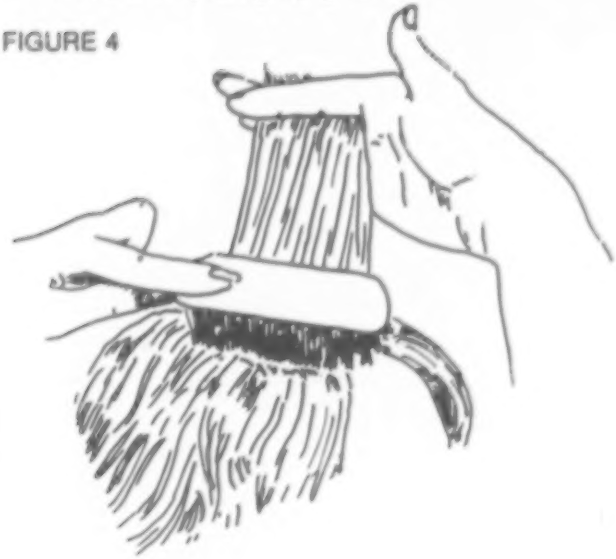
FIGURE 3



8. Rotate the brush from scalp onto hair while holding the brush in one hand and the section of hair being brushed in the other hand. (Figure 4)

9. Place first section over on the left side of the head and make another ½" parting. (Figure 4)

FIGURE 4



10. Continue brushing until entire right side of head is completed.

11. Repart the hair in center.

12. Brush left side using same procedure for right side.

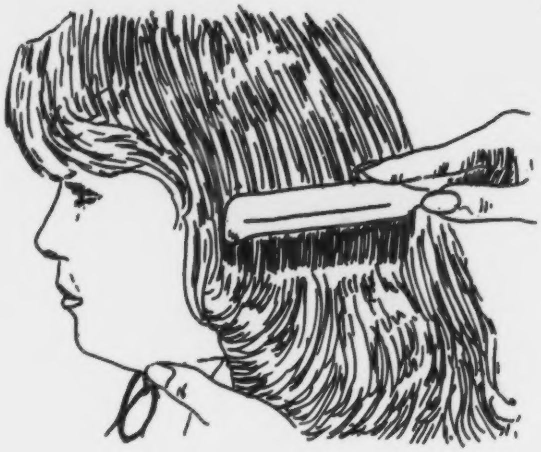
13. Brush back of hair.

    a. Begin at top of crown.

    b. Continue brushing ½" sections until entire back section has been brushed.

14. Brush hair back away from the face and down to complete brushing process. (Figure 5)

FIGURE 5



15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 2 — BRUSHING AND SCALP MANIPULATIONS

OBJECTIVE 9

Perform scalp manipulations.

INTRODUCTION

Scalp manipulations are the cosmetologist's method of doctoring to clients who have muscle and nerve tension. Scalp manipulations are cheaper, do not require a prescription, and can be performed once or twice a week. It is an excellent technique for relaxing clients before starting a service.

⚠ **CAUTION:** Clients with high blood pressure and/or hypertension should not be given scalp manipulations because it could cause the client to faint or feel lightheaded.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Headrest cover

SUPPLIES

- Neck strip
- Scalp conditioner

NOTE: Conditioners may be formulated for dry scalp or oily scalp.

PROCEDURE

1. Sanitize hands.
2. Drape client.
3. Cover the headrest.
4. Give brushing treatment.

Functional Reading Skills
- Follow written instructions

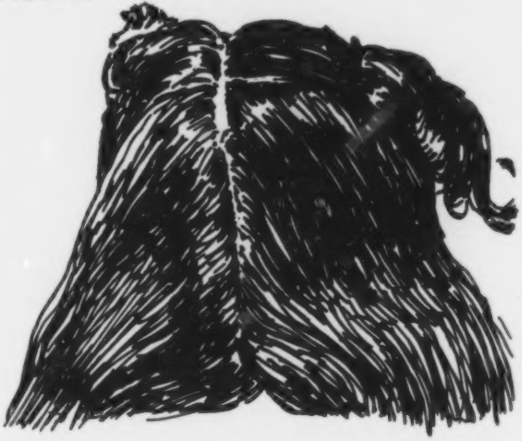
Math Application Skills
- Use English and metric measures

Cognitive Activities Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedures
- Practice good work habits/attitudes
- Deal effectively with customers/clients

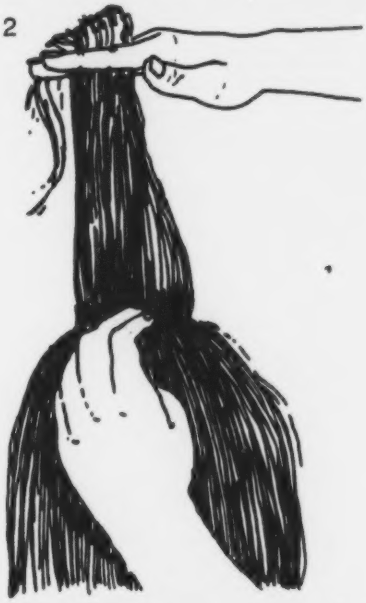
5. Part hair into four equal sections. (Figure 1)

FIGURE 1



6. Apply conditioner with cushions of fingertips, using ½" horizontal sections. (Figure 2)

FIGURE 2



NOTE: For sanitary purposes, always use a spatula to remove creams from jars.

7. Continue applying conditioner until entire scalp is saturated.

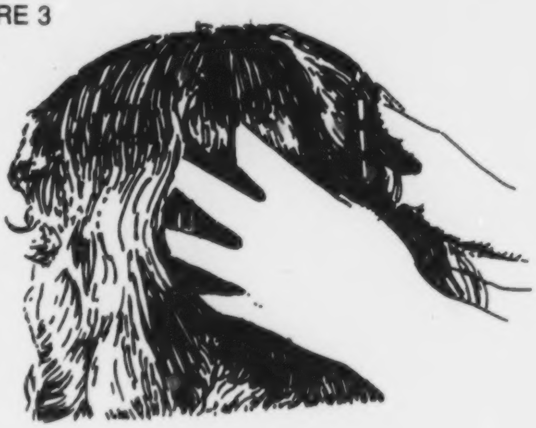
8. Manipulate scalp.

   a. Place hands *under* the hair.

      NOTE: Massage should always be given with a continuous, even motion.

   b. Place cushions of fingertips of both hands on each side of head, sliding them in an upward movement. (Figure 3)

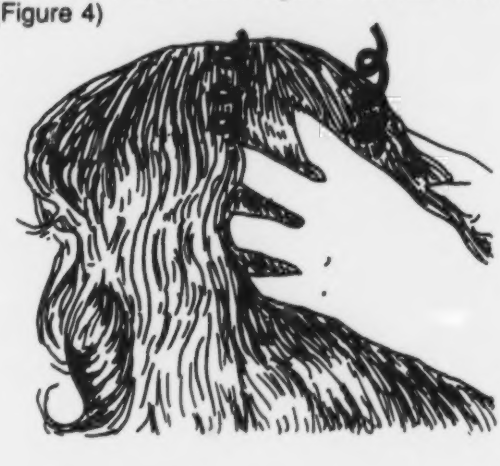
FIGURE 3



   c. Repeat each movement three times.

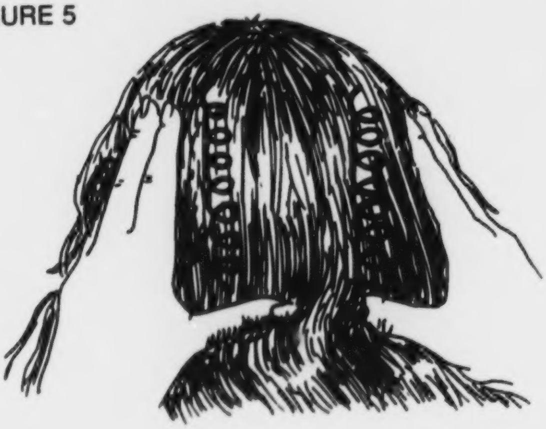
   d. Slide cushions of fingertips about one inch in an upward movement, and rotate fingers in circular movement. (Figure 4)

FIGURE 4



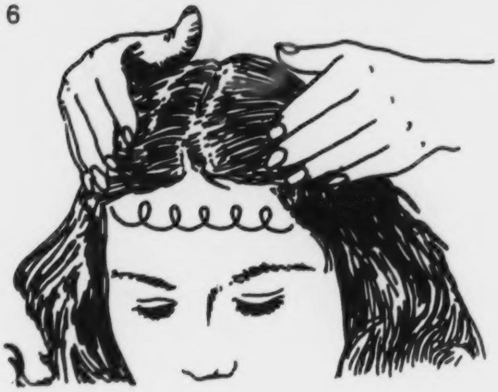
9. Place fingertips on back of head; make circular movements across back of head, starting below the ears. (Figure 5)

FIGURE 5



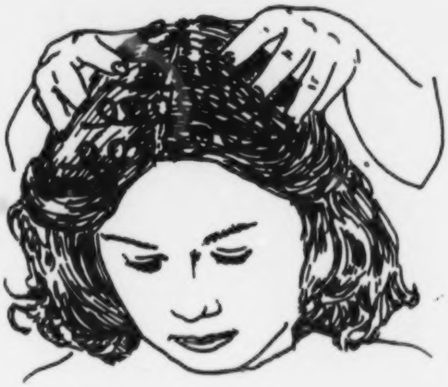
10. Place fingertips at forehead, and rotate in a circular movement around hairline. (Figure 6)

FIGURE 6



11. Drop back one inch and repeat rotating movement; repeat until top of head is completed. (Figure 7)

FIGURE 7

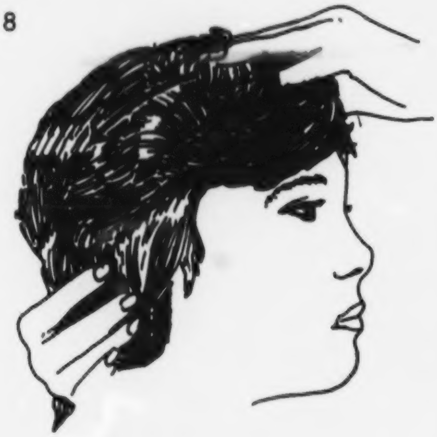


12. Stand in front of the client, and place one hand at the nape of the client's neck.

13. Slide the cushions of the fingertips of your other hand from hairline to crown.

14. Continue this manipulation until entire top of head has been massaged. (Figure 8)

FIGURE 8

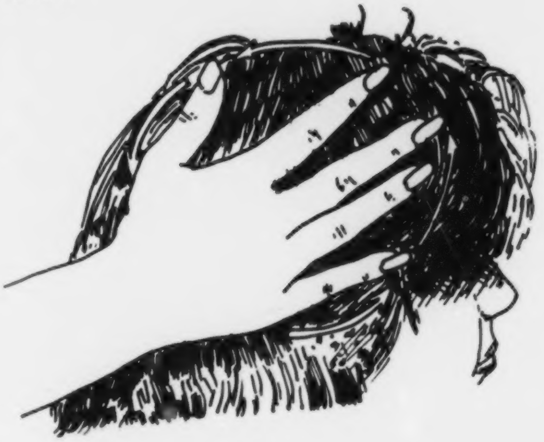


NOTE: Firm pressure should always be applied when performing this manipulation.

15. Place palms of hands against the sides of the head.

16. Move palms of hands in a circular movement, using firm pressure. (Figure 9)

FIGURE 9



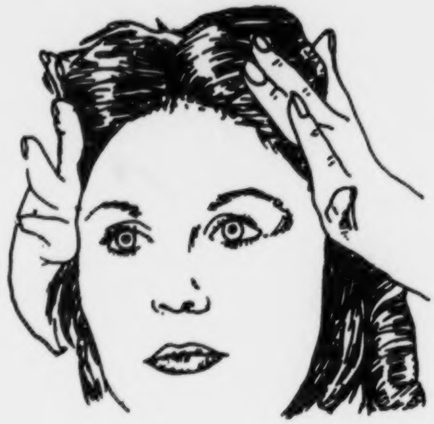
17. Stand behind the client, and allow client's neck to rest on the chair headrest.

18. Draw fingertips of one hand across forehead.

19. Draw fingertips of other hand across forehead.

20. Press and rotate in a circular motion at temple area, using palms. (Figure 10)

FIGURE 10



21. Sanitize work area, implements, equipment, and hands.

22. Have instructor evaluate your work.

OBJECTIVE 10

Apply direct and indirect high-frequency current treatments to scalp.

INTRODUCTION

Some clients will benefit from high-frequency current treatments to the scalp. Prior consultation is necessary and completion of a client record card would be beneficial for future references. Safety is important for both the client and the cosmetologist. Read the manufacturer's instructions before starting a treatment.

IMPLEMENTS AND EQUIPMENT

- Electrode holder
- Glass rake
- Shampoo cape
- Towel
- Metal rake

SUPPLIES

- Neck strip
- Scalp conditioner

⚠ **CAUTION:** If scalp conditioner contains alcohol, apply it after the high-frequency treatment.

PROCEDURE

Functional Reading Skills
- Follow written instructions

General Science Skills
- Investigate/apply technology

1. Sanitize hands.

2. Ask client to remove and safeguard all jewelry.

⚠ **CAUTION:** Avoid contact with any type of metal while receiving the high-frequency treatment. Avoid use of the high-frequency current if the client or cosmetologist has a heart condition.

---

3. Drape client.

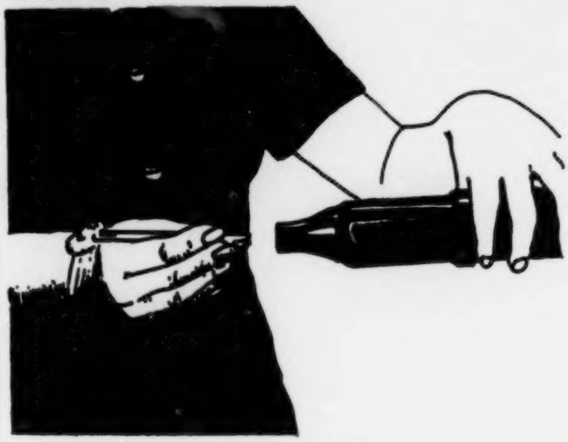
4. Apply scalp conditioner.

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Place glass rake electrode in electrode holder. (Figure 1)

FIGURE 1



6. Put on protective eye wear.

7. Apply high-frequency current.

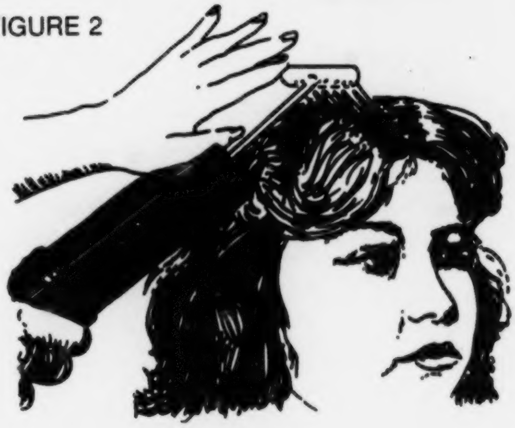
   a. Direct application

      1) Turn current on Low.

      2) Touch the glass rake with free hand.

      3) Place rake on client's scalp. (Figure 2)

FIGURE 2



      4) Remove hand from rake.

5) Comb client's scalp, raising current as needed.

CAUTION: The treatment should not last more than five minutes unless prescribed by a physician.

NOTE: A towel placed between the electrode rake and the client's head will make the treatment more stimulating.

6) Place free hand on rake, and remove glass rake from client's scalp.

7) Turn off current.

8) Remove glass rake from electrode holder.

9) Clean with a cotton pad saturated with 70% alcohol.

b. Indirect application

1) Place electrode holder with metal or glass rake in place into client's hands.

2) Turn current on Low.

3) Place cushions of fingertips on client's scalp, and give scalp manipulations.

4) Raise current as needed for stimulation.

CAUTION: The treatment should not last for more than five minutes.

---

5) Turn current off before removing electrode from client's hands.

6) Remove glass or metal rake from electrode holder.

7) Clean rake with a cotton pad saturated with 70% alcohol.

8. Sanitize work area, implements, equipment, and hands.

9. Have instructor evaluate your work.

JOB SHEET 4

BRUSHING AND SCALP MANIPULATIONS

II

OBJECTIVE 11

Apply therapeutic rays to scalp.

INTRODUCTION

Ultra-violet and infra-red rays can assist in providing healthy hair and scalp when properly used. Eye protection and care of skin to prevent over exposure are major precautions that should be observed. Clients look to the cosmetologist to protect and preserve their hair, and therapeutic rays are one way of achieving that goal.

IMPLEMENTS AND EQUIPMENT

- Ultra-violet lamp
- Infra-red lamp
- Shampoo cape
- Towel
- Tinted safety glasses, 2 pair

SUPPLIES

- Cotton pledgets
- Skin cleanser
- Boric acid
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

Math Application Skills
- Use English & metric measures

1. Sanitize hands.
2. Drape client.
3. Apply ultra-violet rays.
   a. Cleanse skin.

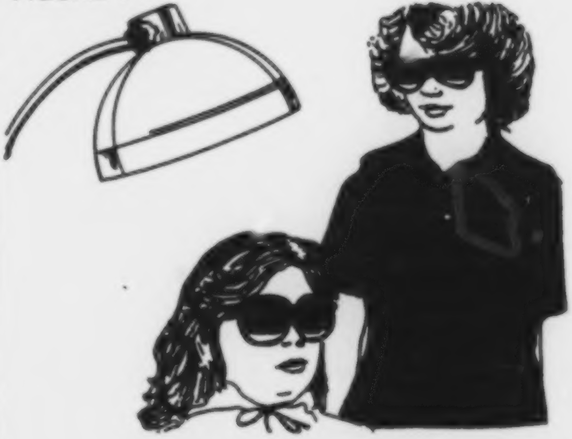
      NOTE: Any obstruction on the skin will not permit the ultra-violet rays to pass through.

   b. Place tinted safety glasses on client.

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

c. Put on tinted safety glasses. (Figure 1)

FIGURE 1



d. Place lamp desired distance from scalp.

NOTE: If lamp is held 30″ to 36″ from scalp, it will limit action to longer rays. Holding the lamp 12″ from scalp allows the shorter rays to work.

CAUTION: If lamp is placed 12″ from scalp, leave on for short time only. Rays can be destructive to skin tissues.

---

e. Expose scalp for only two to three minutes during first treatment.

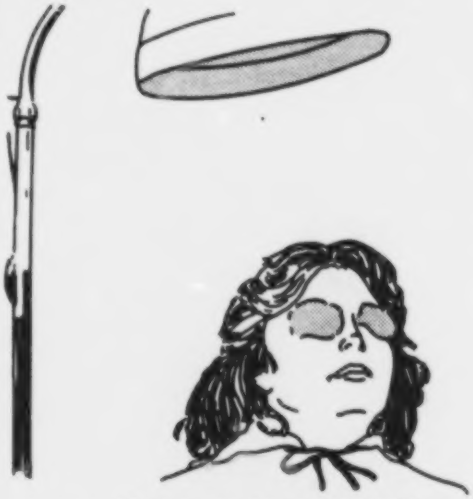
NOTE: You may increase the time gradually to seven or eight minutes.

4. Apply infra-red rays.

   a. Soak cotton pledgets in boric acid, and place them on client's eyelids.

b. Place infra-red lamp about 30″ from the scalp. (Figure 2)

FIGURE 2



c. Expose scalp to infra-red lamp for about five minutes.

⚠ **CAUTION:** Infra-red rays may damage tissues if the light ray is not interrupted every few seconds. Move hand back and forth through light ray to break the flow of light. May be harmful to skin with prolonged use.

---

5. Sanitize work area, implements, equipment, and hands.
6. Have instructor evaluate your work.

JOB SHEET 5

BRUSHING AND SCALP MANIPULATIONS

II

OBJECTIVE 12

Apply heat cap scalp treatment.

INTRODUCTION

Using a heat cap for dry, tight scalp and hair can be a safe technique of giving a scalp treatment. The client can relax, read, or balance his/her checkbook while you prepare for the next step of his/her service.

⚠ **CAUTION:** Make sure that wires are not frayed and the heat cap is in good working order before using.

IMPLEMENTS AND EQUIPMENT

- Heating cap
- Shampoo cape
- Towel
- Hairbrush
- Timer

SUPPLIES

- Scalp conditioner
- Plastic bag
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

Math Application Skills
- Use English & metric measures

1. Sanitize hands.
2. Drape client.

   NOTE: Shampoo hair if necessary according to manufacturer's instructions.

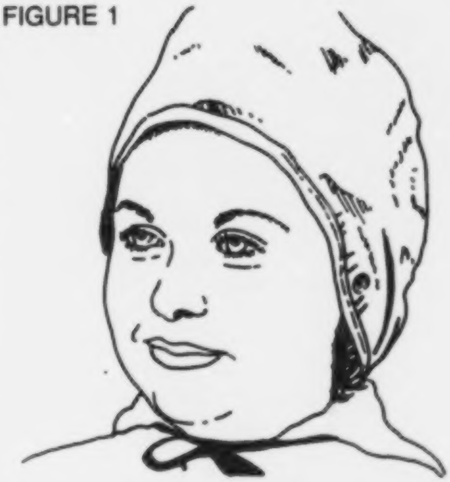
3. Brush hair, using scalp treatment method.
4. Divide hair into four equal sections.
5. Make ½″ horizontal partings, and apply scalp conditioner.
6. Massage scalp.
7. Place plastic bag over hair to protect heat cap.

Cognitive Activities Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Place cap over plastic bag. (Figure 1)

FIGURE 1



9. Set control for desired temperature.

   NOTE: Medium temperature is usually preferred.

10. Set timer for 10 minutes.

    NOTE: Heat cap may be left on longer, depending on condition of hair.

11. Remove cap.

12. Rinse hair thoroughly.

13. Wipe cap clean with damp towel.

CAUTION: Do not immerse cap in water.

14. Sanitize work area, implements, equipment, and hands.

15. Have instructor evaluate your work.

PRACTICAL TEST 1

BRUSHING AND SCALP MANIPULATIONS

II

JOB SHEET 1

Brush hair for a scalp treatment.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:		Yes	No
1.	Sanitized hands	___	___
2.	Draped client	___	___
3.	Removed any objects from the hair	___	___
4.	Examined scalp for cuts or abrasions	___	___
5.	Brushed nape and worked up to top of head	___	___
6.	Parted hair in middle	___	___
7.	Brushed right side then left	___	___
8.	Brushed back of hair	___	___
9.	Brushed hair back away from face to complete brushing process	___	___
10.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Removed all tangles	4	3	2	1
Brushed entire head correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Perform scalp manipulations.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Covered headrest	___	___
4. Gave brushing treatment	___	___
5. Parted hair in four sections	___	___
6. Applied conditioner with cushions of fingertips	___	___
7. Manipulated scalp — repeating each movement three times	___	___
8. Maintained constant hand contact	___	___
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Kept hands on scalp while performing all manipulations	4	3	2	1
Repeated each manipulation three times	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

BRUSHING AND SCALP MANIPULATIONS

II

JOB SHEET 3

Apply direct and indirect high-frequency current treatments to scalp.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Removed jewelry	___	___
3. Draped client	___	___
4. Applied scalp conditioner	___	___
5. Placed glass rake electrode in holder	___	___
6. Wore protective eye wear	___	___
7. Applied high-frequency current	___	___
• Direct application		
— Turned current on Low	___	___
— Touched glass rake with free hand	___	___
— Placed rake on client's scalp	___	___

	Yes	No
— Combed client's scalp	___	___
— Removed rake	___	___
— Turned off current	___	___
— Removed rake and cleaned it with 70% alcohol	___	___
• Indirect application	___	___
— Placed electrode holder in client's hands	___	___
— Turned current on Low	___	___
— Gave scalp manipulations	___	___
— Raised current as needed for stimulation	___	___
— Turned off current before removing electrode from client's hands	___	___
— Removed rake and cleaned it with 70% alcohol	___	___
8. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Removed jewelry	4	3	2	1
Maintained hand contact with client to prevent shocking client	4	3	2	1
Applied treatments correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 4

Apply therapeutic rays to scalp.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Applied ultra-violet rays	___	___
• Cleansed skin	___	___
• Put safety glasses on client	___	___
• Put on safety glasses	___	___
• Put lamp desired distance from scalp	___	___
• Exposed scalp to rays for the recommended amount of time	___	___
4. Applied infra-red rays	___	___
• Placed cotton pledgets on client's eyelids	___	___

	Yes	No
• Put infra-red lamp recommended distance from scalp	___	___
• Exposed scalp to rays for the recommended amount of time	___	___
5. Sanitized work area, implements, equipment and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Applied safety glasses or cotton pledgets to client's eyelids	4	3	2	1
Applied treatment correctly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

BRUSHING AND SCALP MANIPULATIONS

II

JOB SHEET 5

Apply heat cap scalp treatment.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Brushed hair using scalp treatment method	___	___
4. Divided hair into four sections	___	___
5. Applied scalp conditioner	___	___
6. Massaged scalp	___	___
7. Placed plastic bag over hair	___	___
8. Placed heat cap on head	___	___
9. Set temperature	___	___
10. Left cap on recommended amount of time	___	___
11. Removed cap	___	___

	Yes	No
12. Rinsed hair thoroughly	___	___
13. Wiped cap clean	___	___
14. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Divided hair into four sections	4	3	2	1
Applied conditioner correctly	4	3	2	1
Applied cap properly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING	**Evaluator note:** To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.
PERFORMANCE EVALUATION KEY	4 **Skilled** - Can perform job with no additional training 3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required 2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill 1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

BRUSHING AND SCALP MANIPULATIONS

II

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with brushing and scalp treatment to their correct definitions. Write the correct letters in the blanks.

___ 1. Scalp electrode

___ 2. Utensil or tool used to perform work

___ 3. Baldness

___ 4. Process which aids in eliminating bacteria

___ 5. Condition caused by a lack of oil from the sebaceous glands

___ 6. Condition caused by over-active sebaceous glands in the scalp

___ 7. Dry dandruff; white flakes on the scalp and hair that is powdery and itchy

___ 8. Device used to apply electricity to the body

___ 9. Device which has both a chemical and germicidal action

___10. Device used to conduct electricity to an electrode

___11. Oily dandruff; yellowish, greasy flakes that appear to cling to the scalp

a. ultra-violet light
b. pityriasis steatoides
c. pityriasis capitis simplex
d. oily scalp
e. manipulation
f. insertion
g. high-frequency current
h. electrode
i. germicidal action
j. faradic current
k. electrode holder
l. alopecia
m. dry scalp
n. glass rake
o. temporalis
p. implement

May be photocopied for student use.

___12. Process of treating or massaging the scalp with hands or with a mechanical device

___13. Electrical treatment that stimulates blood circulation, reduces tension, and relaxes muscles

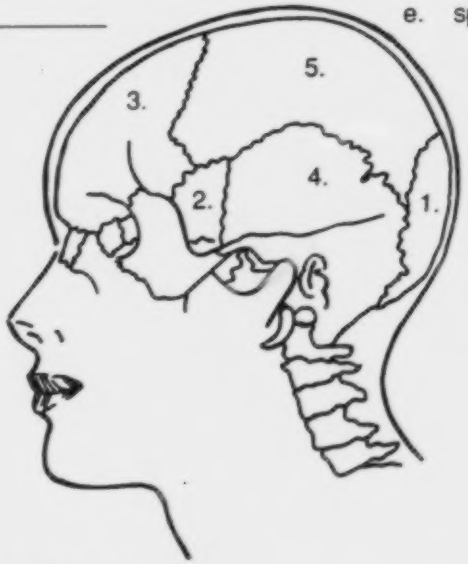
___14. A heat-producing current that has a germicidal action to treat skin and scalp disorders

OBJECTIVE 2

Identify bones related to scalp massage. Write the correct letters in the blanks.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

a. frontal
b. parietal
c. occipital
d. temporal
e. sphenoid



May be photocopied for student use.

OBJECTIVE 3

Identify muscles affecting scalp massage. Write the correct letters in the blanks.

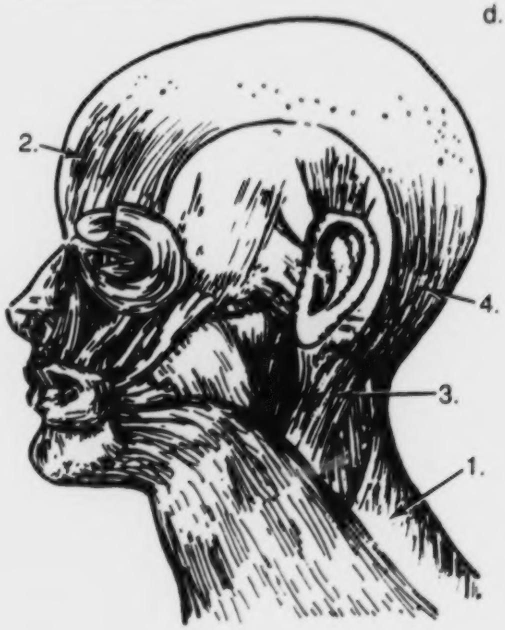
1. ____________
2. ____________
3. ____________
4. ____________

a. frontal

b. occipital

c. sterno-cleoid-mastoid

d. trapezius

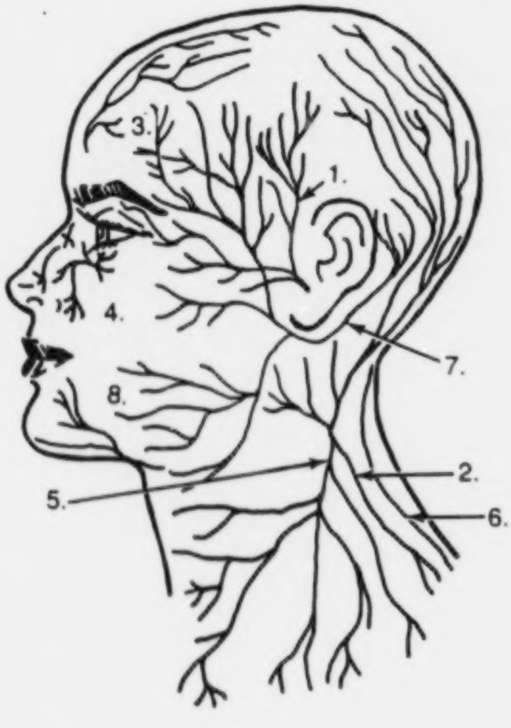


May be photocopied for student use.

OBJECTIVE 4 **Identify nerves related to scalp massage.** Write the correct letters in the blanks.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

a. ophthalmic
b. mandibular
c. maxillary
d. cervical
e. posterior
f. temporal
g. accessary
h. spinal



May be photocopied for student use.

OBJECTIVE 5

State the correct treatment for scalp and hair problems. Write answers in the spaces provided.

1. dry scalp ______________________________
____

2. oily scalp ______________________________
____

3. pityriasis ______________________________
____

4. alopecia ______________________________
____

OBJECTIVE 6

List safety precautions to observe while using high-frequency current. Write your answers in the space provided.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

6. ______________________________
____

May be photocopied for student use.

OBJECTIVE 7

Distinguish between the use of ultra-violet rays and infra-red rays. Place a "U" for ultra-violet rays and an "I" for infra-red rays in the correct blanks.

___ 1. Therapeutic light rays which have a germicidal action and are beneficial in the treatment of acne, seborrhea, and dandruff; applied by means of a special lamp

___ 2. Therapeutic light rays which aid in increasing metabolism, relieving pain, increasing oxidation in tissues, increasing secretion of sebum and perspiration, dilating blood vessels, and relaxing dermal tissues; applied by means of a special lamp

---

NOTE: Objectives 8-12 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

BRUSHING AND SCALP MANIPULATIONS

II

OBJECTIVE 1

1. n
2. p
3. l
4. i
5. m
6. d
7. c
8. h
9. a
10. k
11. b
12. e
13. j
14. g

OBJECTIVE 2

1. c
2. e
3. a
4. d
5. b

OBJECTIVE 3

1. d
2. a
3. c
4. b

OBJECTIVE 4

1. f
2. g
3. a
4. c
5. d
6. h
7. e
8. b

OBJECTIVE 5

1. Scalp manipulations or high-frequency current
2. Frequent shampoos and the use of an antiseptic lotion
3. Dandruff shampoo and antiseptics

4. Sometimes can be treated by scalp manipulations.

OBJECTIVE 6

1. Avoid contact with metal.
2. Avoid use if client has a heart condition.
3. Always wear eye goggles.
4. Avoid standing on damp or wet floors.
5. Avoid using current for more than five minutes.
6. Avoid the use of lotions containing alcohol.

OBJECTIVE 7

1. U
2. I

OBJECTIVE SHEET

UNDERSTANDING THE THEORY OF SHAMPOOS

III

INTRODUCTION

Shampooing is one of the most important services offered by the cosmetologist. A good shampoo relaxes the body and is good for the hair and scalp. A poor shampoo may cause you to lose a good client. Therefore, you must learn and practice this service until it is of the highest standard.

UNIT OBJECTIVE

After completing this unit, the student will be able to understand the chemistry of soap and water, identify various types of shampoos, determine the proper method of giving various shampoos, drape a client, and perform a basic shampoo. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with shampoos to their correct definitions.
2. Describe the chemistry of shampoo and water.
3. Identify various types of shampoos.
4. Discuss uses of dry shampoos.
5. Drape a client. (Job Sheet 1)
6. Perform a basic shampoo. (Job Sheet 2)

SUGGESTED ACTIVITIES

UNDERSTANDING THE THEORY OF SHAMPOOS

III

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Invite guest speakers.

  — Invite manufacturer's representatives to speak to the class about the types of shampoos their companies offer and how to choose shampoos.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Take the class on a field trip to a salon to observe shampoo techniques.

- Order films, videotapes, and other materials to supplement the unit.

  — See suggested resources and unit references.

- Make arrangements for any audiovisual equipment that will be needed for this unit.

- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with shampoos to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

- Discuss pH testing paper.

Objective 2: Describe the chemistry of shampoo and water.

- Invite manufacturer's representatives to set up a display of different types of shampoos and to discuss them with students.

- Explain the pH scale to students.

Objective 3: Identify various types of shampoos.
Objective 4: Discuss uses of dry shampoos.

- Discuss and display different types of shampoos.

- Have students bring a sample of the shampoo they use at home and test its pH.

- Demonstrate the use of dry shampoos.

- Demonstrate a basic shampoo.

  NOTE: Perform demonstrations on a mannequin so all students can observe.

- Stress the importance of safety while doing a basic shampoo.

- Stress the importance of safety when adjusting water temperature.

- Discuss the importance of avoiding waste of shampoo as an employee and employer.

APPLICATION

Objective 5: Drape a client.
Objective 6: Perform a basic shampoo.

- Have students complete Job Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.

INFORMATION SHEET

UNDERSTANDING THE THEORY OF SHAMPOOS

OBJECTIVE 1

Match terms associated with shampoos to their correct definitions.

- **acid** — having a pH of less than 7

  EXAMPLE: Vinegar, natural acid

- **acid balanced shampoos** — shampoos that have a pH rating of 4.5-5.5
- **acidic products** — cause the cuticle imbrications to tighten; reduces hair porosity

  NOTE: Tight, hardened cuticle gives hair its natural shine.

- **acid mantle** — light film of oil covering the skin and hair
- **alkaline** — having a pH of more than 7
- **alkaline products** — cause the cuticle imbrications to soften and lift; reaction causes hair to become more porous and lose elasticity
- **H_20** — chemical makeup of water
- **imbrications** — overlapping of cuticle scales of the hair
- **neutral 7** — neither acid or alkaline
- **pH (potential hydrogen)** — amount of hydrogen in a solution determining whether it is acid (0 to 6.9), alkaline (7.1-14), or neutral (7)

  NOTE: pH can only be measured in liquid form. Hair does not have a pH but the chemical composition on the hair has a pH rating of 4.5 to 5.5.

- **pH scale** — indicates the amount of hydrogen in a product rated on a scale of 0 to 14

  NOTE: Your local supply house has pH papers available for testing the pH level of solutions.

- **shampoo** — cleansing agent for the hair and scalp

OBJECTIVE 2

Describe the chemistry of shampoo and water.

Most shampoos are soap shampoos. They come in many forms, the most common being liquid. All soap shampoos are made up of a fat or oil substance that is combined with an alkaline. Soap molecules are large and consist of a head and a tail. The tail of the molecule attracts dirt, oil, and other foreign matter, while the head is attracted to water. This allows the shampoo to collect dirt and oil and then wash easily from the hair. Additional substances, such as fragrance, are added to shampoos. Soapless shampoos are usually made up of treated fats and oils or synthetic detergents. They are used less frequently and are more harsh than soap shampoos.

Water is the combination of two hydrogen atoms and one oxygen atom. The chemical formula for water is H_20. Water is classified as hard or soft, depending on the amount of minerals it contains. Hard water contains many minerals, most often in the form of calcium or magnesium salts. Hard water makes lathering difficult and often leaves a residue on the hair. Few minerals are found in soft water, and it is preferred in salons. Shampoos lather better in soft water.

OBJECTIVE 3

Identify various types of shampoos.

There are many kinds of shampoo on the market today. Read the manufacturer's instructions to be sure you choose the right product for your client's hair.

- **acid balanced shampoo** — has a pH rating of 4.5 to 5.5
- **anti-dandruff shampoo** — contains antifungal or germicidal ingredient to help control dandruff

  NOTE: Always follow the manufacturer's directions.

- **conditioning shampoo** — contains animal or vegetable additives to improve certain defects in the hair
- **egg shampoo** — used for very dry, brittle hair
- **herbal shampoo** — contains natural ingredients

- **medicated shampoo** — used for treating scalp disorders

  NOTE: Medicated shampoos are available from your supply dealer or by prescription from your client's doctor.

- **non-stripping shampoo** — acid-based; used on chemically treated hair

  EXAMPLES: Use on tinted or lightened hair

- **plain shampoo** — alkaline-based; is used on hair that is in good condition

OBJECTIVE 4 **Discuss uses of dry shampoos.**

Powder dry shampoo is used on people who cannot get their hair wet. It is applied to the scalp and hair to absorb oil and dirt. Then, hair is brushed to remove dry shampoo and remaining foreign substances.

NOTE: This service is helpful for bedridden people.

Liquid dry shampoo is used to clean the hair and scalp when the client cannot receive a normal shampoo. It is referred to as a "dry" shampoo because no water is used. Liquid dry shampoo is applied to the scalp and small strands of hair with cotton saturated with the shampoo. Hair is blotted with a towel and any remaining shampoo evaporates.

> **NOTE:** Liquid dry shampoos are very drying to the hair and should be used only when absolutely necessary.

⚠ **CAUTION:** Liquid dry shampoos are highly flammable and give off toxic fumes. Always use them in a well ventilated area. Follow manufacturer's directions at all times.

JOB SHEET 1

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

- If students have difficulty following written instructions:

  — Discuss the possible consequences of not following instructions precisely.

  — Have them read the instructions several times, noting the key words and ideas.

- If students have difficulty mastering a specific job task/procedure:

  — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  — Suggest they study each component of the procedure to determine which area is causing difficulty.

  — Review the entire procedure.

  — Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - — Encourage them to become familiar with the entire procedure before they begin the work.
  - — Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - — Discuss what behaviors and attitudes constitute good work habits.
  - — Make sure the student knows what is expected of him or her.

JOB SHEET 2

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- — Following written instructions

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- — Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- — Mastering a specific job task/procedure
- — Practicing good work habits/attitudes

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1

UNDERSTANDING THE THEORY OF SHAMPOOS

OBJECTIVE 5

Drape a client.

INTRODUCTION

Protecting the clients and their clothing is important, especially when performing wet services such as a shampoo. Proper draping will provide the protection your client requires.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel

SUPPLIES

- Neck strip

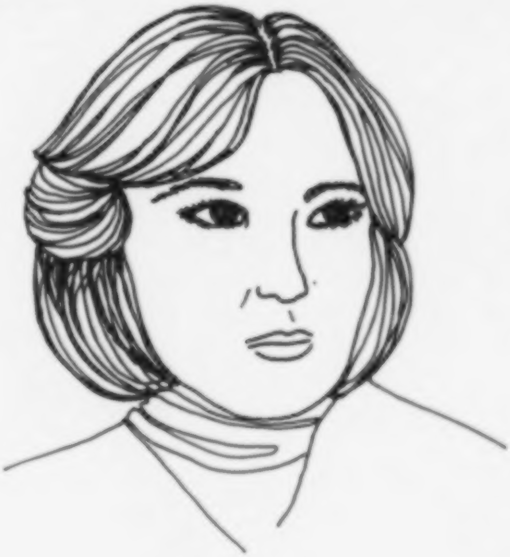
PROCEDURE

Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

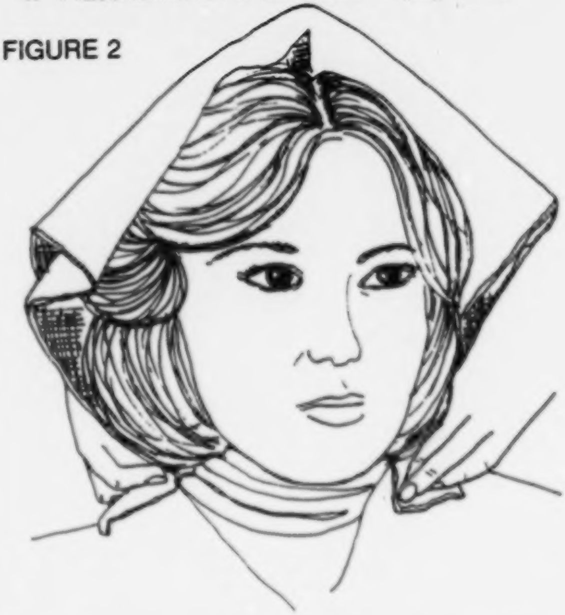
1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Place neck strip around client's neck. (Figure 1)

FIGURE 1



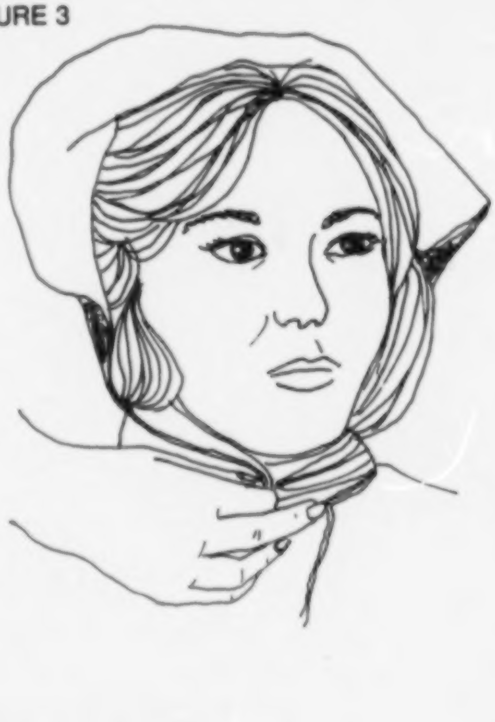
4. Place towel on client's head. (Figure 2)

FIGURE 2



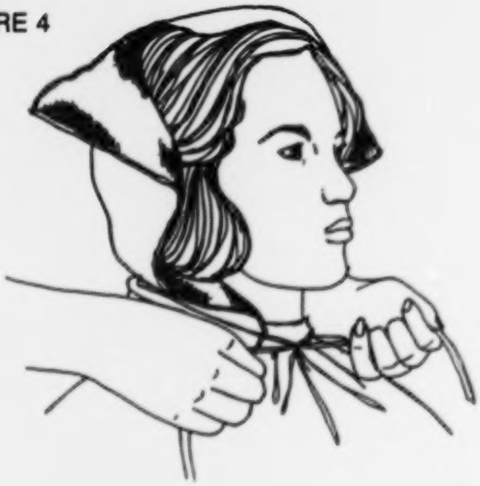
5. Secure towel at neck with one hand. (Figure 3)

FIGURE 3



6. Grasp cape with free hand and secure it around client's neck. (Figure 4)

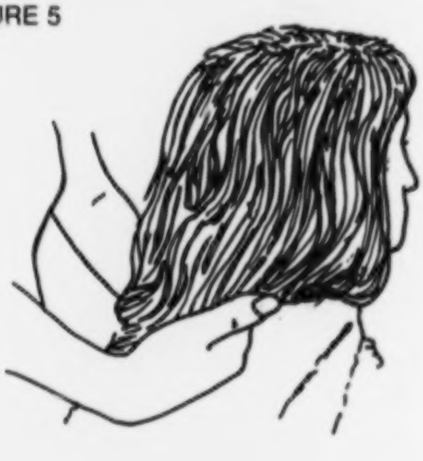
FIGURE 4



NOTE: Shampoo cape should fit comfortably around the client's neck.

7. Remove hair from under towel and shampoo cape. (Figure 5)

FIGURE 5



8. Sanitize work area, implements, equipment, and hands.

9. Have instructor evaluate your work.

OBJECTIVE 6 **Perform a basic shampoo.**

INTRODUCTION

The shampoo is usually the first service performed on a client and the manner in which you perform this service can make a lasting impression on your client—either good or bad. While the main purpose of a shampoo is to cleanse the hair, it can also be relaxing and enjoyable for your client. Learning the basics of a good shampoo establishes the basis for other salon services.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Brush

SUPPLIES

- Shampoo
- Neck strip

NOTE: Select shampoo according to the type of hair on which the product is to be used.

PROCEDURE

Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.
4. Brush hair, using scalp treatment brushing method.

   NOTE: Avoid brushing if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.

5. Seat client in shampoo chair, placing cape and towel over the back of the chair.

   NOTE: Be sure all of the client's hair is in shampoo bowl.

6. Take hose in hand before turning on water.

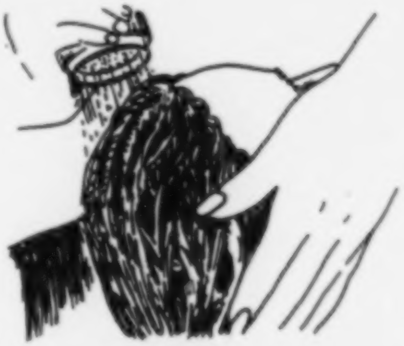
7. Turn cold water on first; adjust hot water.

   NOTE: Apply water to wrist to check temperature. Water should be lukewarm.

8. Wet client's hair.

⚠ **IMPORTANT:** Hold hands over ears and on forehead to avoid splashing water on client's face. (Figure 1)

FIGURE 1

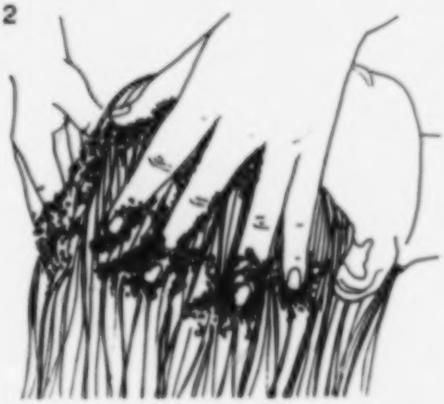


9. Apply shampoo by pouring small amount on top of head. Work the shampoo into lather with free hand. Repeat on sides and back of head.

   NOTE: Work shampoo into lather as it is applied to the head to avoid waste.

10. Give manipulations. (Figure 2)

FIGURE 2



a. Begin at the hairline in front.

b. Use both hands and work in a back and forth manner with fingertips, pushing on the scalp from hairline in front to top of crown.

c. Work from temple area and push fingertips from hairline to behind the ear in a back and forth manner.

d. Complete entire front area of head in this manner.

NOTE: If shampooing bleached or lightened hair, place your hands underneath the hair and on the scalp to avoid tangling the hair.

11. Give massage, using scalp treatment manipulations.

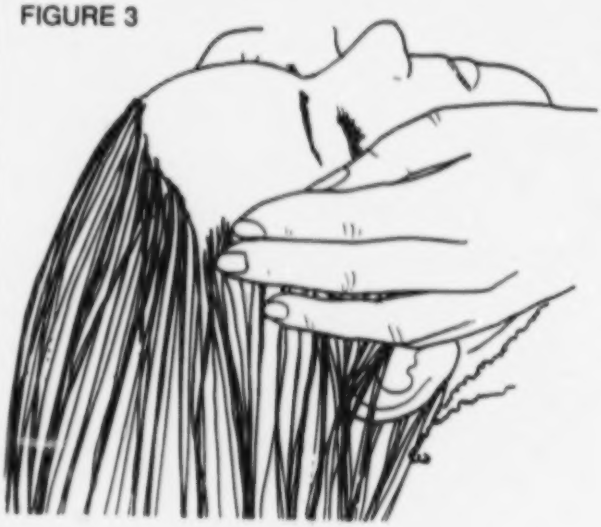
NOTE: Use fingertips for massaging scalp.

12. Make circular movements on the hairline working back to the crown area.

NOTE: Fingertips must be on scalp and not on top of hair. Massage must be given slowly.

13. Massage temple area in slow, circular movements. (Figure 3)

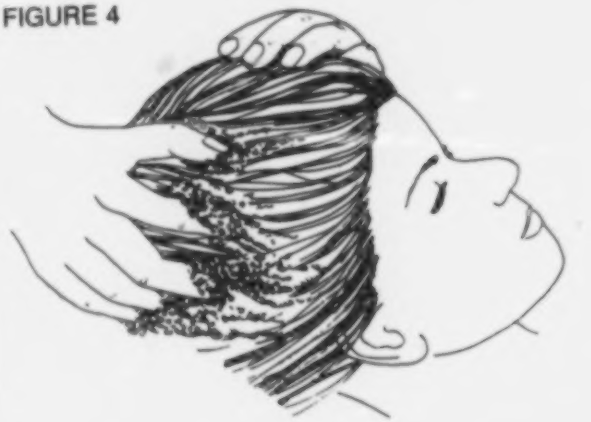
FIGURE 3



14. Place hand under client's nape area and lift gently from the shampoo bowl about 2 to 3 inches.

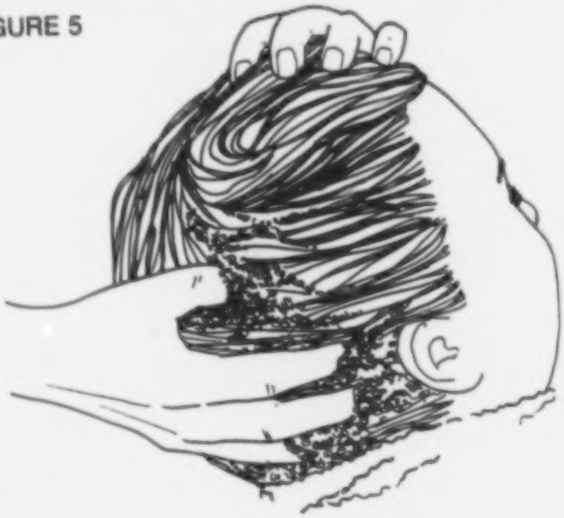
    NOTE: Ask client to relax and let you lift so that client's clothes will not get wet. (Figure 4)

FIGURE 4



15. Hold client's head with one hand and begin vertical movement with the other hand, working from top of crown to nape area in an up and down (vertical) movement with fingertips. Work from the top of the crown down to the leaders on the back of the neck, applying firm pressure with your hand. (Figure 5)

FIGURE 5



16. Place client's head gently back in shampoo bowl.

17. Rinse hair thoroughly, protecting client's ears and forehead.

18. Raise client's head with hand and rinse nape area thoroughly.

19. Reapply shampoo to entire head.

20. Repeat scalp manipulations, starting at the front hairline and working in a back and forth movement over entire top of head.

21. Lift client's head and give manipulations to crown and nape area.

22. Place client's head back in bowl and give massage, making circular movements on the hairline and working back to the crown area.

23. Massage temple area using slow circular movements.

24. Raise client's head from the bowl again, hold client's head with one hand and begin vertical movement with the other hand, working from top of crown to nape area in an up and down (vertical) movement with fingertips. Work from the top of the crown to the leaders on the back of the neck, applying firm pressure with your hand.

25. Place client's head gently back into shampoo bowl.

CAUTION: Client may be completely relaxed. Do not let client's head drop.

---

26. Rinse thoroughly, protecting client's ears and forehead.

27. Raise client's head with hand and rinse nape area thoroughly.

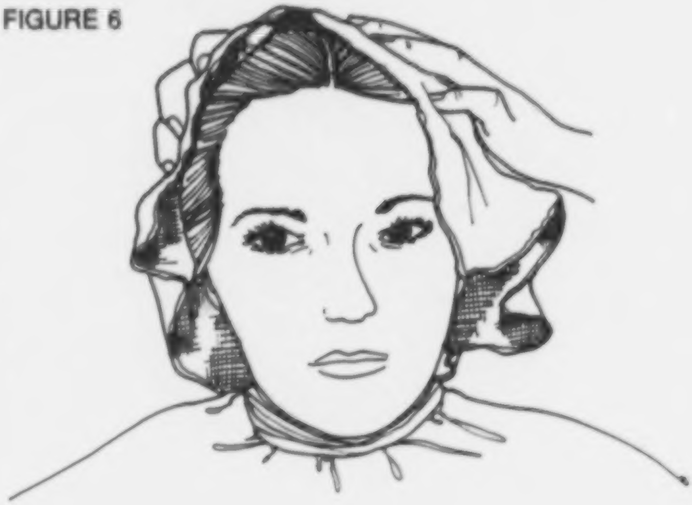
28. Squeeze excess moisture from ends of hair.

    NOTE: Two sudsings are usually enough.

29. Bring towel up as you bring client to a sitting position and cover head.

30. Blot moisture from client's hair while in shampoo area. (Figure 6)

FIGURE 6



31. Place towel around head in turban effect and move to work area.

33. Sanitize shampoo area and shampoo bowl.

34. Sanitize work area, implements, equipment, and hands.

35. Have instructor evaluate your work.

JOB SHEET 1

Drape a client.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Placed neck strip around client's neck	___	___
4. Placed towel on client's head	___	___
5. Secured towel at neck	___	___
6. Secured cape around client's neck, making sure it was not too tight	___	___
7. Removed hair from under towel and cape	___	___
8. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Draped client correctly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Perform a basic shampoo.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Brushed hair, using scalp treatment brushing method	___	___
5. Seated client in shampoo chair with cape and towel over back of chair	___	___
6. Took hose in hand before turning on water	___	___
7. Adjusted water temperature	___	___
8. Wet client's hair	___	___
9. Applied shampoo and worked into lather	___	___
10. Gave manipulations	___	___

	Yes	No
11. Gave massage, using scalp treatment manipulations	___	___
12. Made circular movements on the hairline working back to the crown area	___	___
13. Massaged temple area in slow, circular movements	___	___
14. Placed hand under client's nape and lifted gently from the shampoo bowl about 2 to 3 inches	___	___
15. Held client's head with one hand and began vertical movement with the other hand, working from top of crown to nape area in an up and down (vertical) movement with fingertips. Worked from the top of the crown down to the leaders on the back of the neck, applying firm pressure with hand	___	___
16. Placed client's head gently back in shampoo bowl	___	___
17. Rinsed hair thoroughly, rinsed nape area	___	___
18. Repeated shampoo, massage, manipulation, and rinsing steps	___	___
19. Squeezed excess moisture from ends of hair	___	___
20. Brought towel up while bringing client to a sitting position and covered head	___	___
21. Blotted moisture from client's hair while in shampoo area	___	___
22. Placed towel around head in turban effect and moved to work area	___	___

		Yes	No
23.	Sanitized shampoo area and shampoo bowl	___	___
24.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Shampooed, giving manipulations while shampooing	4	3	2	1
Rinsed all shampoo	4	3	2	1
Placed towel around head after completing shampoo	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

UNDERSTANDING THE THEORY OF SHAMPOOS

III

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with shampoos to their correct definitions. Write the correct letters in the blanks.

___ 1. Amount of hydrogen in a product rated on a scale from 0 to 14

___ 2. Neither acid or alkaline

___ 3. Light film of oil covering the skin and hair

___ 4. Cleansing agent for the hair and scalp

___ 5. Having a pH of more than 7

___ 6. Cause the cuticle imbrications to tighten; reduces hair porosity

___ 7. Chemical makeup of water

___ 8. Amount of hydrogen in a solution determining whether it is acid, alkaline, or neutral

___ 9. Shampoos that have a pH rating of 4.5-5.5

___10. Overlapping of cuticle scales of the hair

___11. Having a pH of less than 7

___12. Cause the cuticle imbrications to soften and lift; reaction causes hair to become more porous and lose elasticity

a. acid

b. acid balanced shampoos

c. acidic products

d. acid mantle

e. alkaline

f. alkaline products

g. H_20

h. imbrications

i. neutral 7

j. pH

k. pH scale

l. shampoo

May be photocopied for student use.

OBJECTIVE 2 **Describe the chemistry of shampoo and water.** Write your answer in the space below.

OBJECTIVE 3 **Identify various types of shampoos.** Write the correct type of shampoo in the blank.

1. ______________ has a pH rating of 4.5 to 5.5
2. ______________ used for treating scalp disorders
3. ______________ contains animal or vegetable additives to improve certain defects in the hair
4. ______________ used for very dry, brittle hair
5. ______________ contains natural ingredients

May be photocopied for student use.

6. ______________ alkaline-based; is used on hair that is in good condition

7. ______________ contains antifungal or germicidal ingredient to help control dandruff

8. ______________ acid-based; used on chemically treated hair

OBJECTIVE 4 **Discuss uses of dry shampoos.** Write your answers in the spaces below.

Powder dry shampoo ______________________________

____

____

____

____

Liquid dry shampoo ______________________________

____

____

____

____

NOTE: Objectives 5 and 6 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

UNDERSTANDING THE THEORY OF SHAMPOOS

III

OBJECTIVE 1

1. k
2. i
3. d
4. l
5. e
6. c
7. g
8. j
9. b
10. h
11. a
12. f

OBJECTIVE 2

Answer should include the following:

Most shampoos are soap shampoos. They come in many forms, the most common being liquid. All soap shampoos are made up of a fat or oil substance that is combined with an alkaline. Soap molecules are large and consist of a head and a tail. The tail of the molecule attracts dirt, oil, and other foreign matter, while the head is attracted to water. This allows the shampoo to collect dirt and oil and then wash easily from the hair. Additional substances, such as fragrance, are added to shampoos. Soapless shampoos are usually made up of treated fats and oils or synthetic detergents. They are used less frequently and are more harsh than soap shampoos.

Water is the combination of two hydrogen atoms and one oxygen atom. The chemical formula for water is H_20. Water is classified as hard or soft, depending on the amount of minerals it contains. Hard water contains many minerals, most often in the form of calcium or magnesium salts. Hard water makes lathering difficult and often leaves a residue on the hair. Few minerals are found in soft water and it is preferred in salons. Shampoos lather better in soft water.

OBJECTIVE 3

1. acid balanced shampoo
2. medicated shampoo
3. conditioning shampoo
4. egg shampoo
5. herbal shampoo
6. plain shampoo
7. anti-dandruff shampoo
8. non-stripping shampoo

OBJECTIVE 4

Answer should include the following:

Powder dry shampoo is used on people who cannot get their hair wet. It is applied to the scalp and hair to absorb oil and dirt. Then, hair is brushed to remove dry shampoo and remaining foreign substances.

Liquid dry shampoo is used to clean the hair and scalp when the client cannot receive a normal shampoo. It is referred to as a "dry" shampoo because no water is used. Liquid dry shampoo is applied to the scalp and small strands of hair with cotton saturated with the shampoo. Hair is blotted with a towel and any remaining shampoo evaporates.

OBJECTIVE SHEET

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

INTRODUCTION

As a professional cosmetologist, you will frequently encounter damaged hair. Rinses and conditioners are vital in its treatment. Therefore, you must know how to use them with skill. Rinses are routinely used after shampooing to remove soap, to untangle hair, and to add color to hair. The correct conditioner can improve the porosity, elasticity, and appearance of damaged hair.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify various rinses and conditioners and list the physical and chemical actions that damage the hair. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with rinses and conditioners to their correct definitions.
2. Name various rinses.
3. Discuss purposes of various conditioners.
4. List the physical and chemical actions that damage hair.
5. Apply a cream rinse. (Job Sheet 1)
6. Apply a color rinse. (Job Sheet 2)
7. Apply a conditioner. (Job Sheet 3)

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a product representative to present information about the chemical knowledge needed for the correct use of rinses and conditioners.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon to observe shampoo techniques.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with rinses and conditioners to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Use word games to increase interest.

Objective 2: Name various rinses.
Objective 3: Discuss purposes of various conditioners.

- Have students bring rinses and conditioners from home to be evaluated.
- Have students suggest rinses and conditioners for each other.

Objective 4: List the physical and chemical actions that damage hair.

- Explain the difference between physical and chemical actions that damage hair.
- Discuss how these actions damage the hair.

Objective 5: Apply a cream rinse.
Objective 6: Apply a color rinse.
Objective 7: Apply a conditioner.

- Have students complete Job Sheets 1-3.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry, J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Barrett, Dean. *The Van Dean Manual.* Milady Publishing Co.: Albany, NY, 1976.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

UNIT REFERENCES

- Ahern, Jerry, J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Barrett, Dean. *The Van Dean Manual.* Milady Publishing Co.: Albany, NY, 1976.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS IV

OBJECTIVE 1

Match terms associated with rinses and conditioners to their correct definitions.

- **acid-balanced rinse** — used after a coloring to help prevent stripping of the color
- **citric acid rinse** — rinse derived from the acid of citrus fruit
- **coating conditioner** — coats the hair shaft; does not penetrate because the molecules are too large to pass through the openings in the cuticle
- **conditioning rinse** — used to help correct problems with the general condition of the hair
- **penetrating conditioner** — penetrates into the cortex of the hair and helps bond damaged cortical fibers

  NOTE: When using a conditioning product, always follow manufacturer's instructions.

- **placenta** — nutrient-providing substance found in mammals that is refined and used in protein hair conditioners
- **preconditioning** — a conditioner applied before a strong chemical service to help prevent further damaging hair
- **reconditioning** — a conditioner used after a service such as coloring or permanent waving

OBJECTIVE 2

Name various rinses.

After-shampoo rinses are used to remove soap, and untangle or color the hair.

- **acid rinse** — has a very low pH; designed to remove tangles; will not make the hair soft

Acid rinses include:

- vinegar rinse — causes the cuticle to contract and lay close to the hair shaft and is used to remove soap
- lemon rinse — has a slight lightening action and is used to remove soap

NOTE: Only professional products should be used.

⚠ **CAUTION:** Incorrect mixtures of homemade rinses may damage hair.

- **bluing rinse** — a prepared rinse containing a blue base to take the yellow out of grey or white hair

  NOTE: Follow manufacturer's instructions.

- **color rinse** — coats the hair giving it color
- **cream rinse** — coats the hair shaft in order to help remove tangles

  NOTE: Do not use cream rinse if the shampoo is to be followed by a permanent wave.

- **medicated rinse** — helps control dandruff and scalp conditions

OBJECTIVE 3

Discuss purposes of various conditioners.

You must understand what damaged hair is and how conditioners affect the hair. Conditioners are used to improve the appearance, porosity, and elasticity of hair.

- **instant conditioners** — coat the hair; do not penetrate into the cortex

  NOTE: Instant conditioners make fine hair oily and limp.

- **nucleic acid** — hair reconstructor
    - Restores moisture
    - Rebuilds the helix of the polypeptide chain
    - Penetrates the cuticle and cortex
    - Strengthens hair
    - Gives more elasticity and shine
    - Adds body to the hair
    - Remains in hair longer
- **normalizing conditioners** — neutralize the alkalinity after a chemical service
- **protein conditioners** — penetrate the cuticle of the hair shaft and the cortex to replace keratin (protein)

OBJECTIVE 4 **List the physical and chemical actions that damage hair.**

- **Physical damage**
    - Sunlight
    - Wind
    - Hard water
    - Chlorinated water
    - Brush rollers
    - Heated rollers
    - Thermal curling irons
    - Incorrect brushing
    - Blow drying
    - Back combing

- **Chemical damage**
  - Chemical relaxers
  - Permanent waves
  - Permanent hair color
  - Hair lighteners

JOB SHEETS 1 and 2

Development of:
READING SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:

  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.

- Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
  - Suggest students position themselves in the chairs, smell and feel solutions, etc. to understand what the customer experiences and create a better understanding of how to meet the customers' comfort needs.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
  - Compare the situation to other learning situations the students have experienced.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.

  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 3

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions

ORAL COMMUNICATION SKILLS

- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
  - Review customer positioning and the importance of customer comfort.
- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheets 1 and 2.

JOB SHEET 1 — UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS — IV

OBJECTIVE 5 **Apply a cream rinse.**

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Brush

SUPPLIES

- Neck strip
- Shampoo
- Cream rinse

NOTE: Select shampoo and rinse according to the type of hair on which the products are to be used.

PROCEDURE

1. Sanitize hands.
2. Ask client to remove and safeguard jewelry.
3. Drape client.
4. Brush hair, using scalp treatment brushing method.

   NOTE: Avoid brushing if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.

5. Seat client in shampoo chair, placing cape and towel over back of chair.

   NOTE: Be sure that all the client's hair is in the shampoo bowl.

6. Shampoo client's hair.
7. Squeeze excess moisture from client's hair ends.
8. Pour cream rinse through hair beginning at front hairline.

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

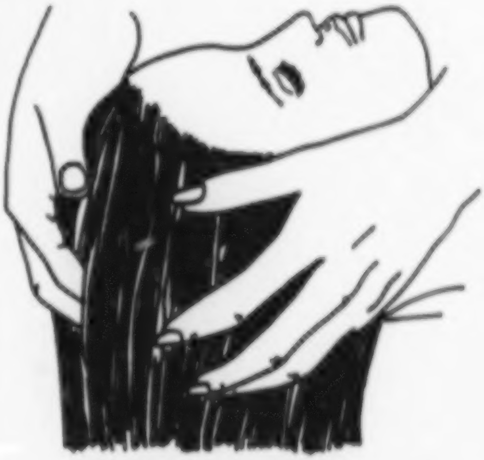
Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

CAUTION: Cream rinse may contain ingredients that are harmful to the eyes.

NOTE: Do not use cream rinse if the shampoo is to be followed by a permanent wave.

9. Work through hair with fingertips of both hands. (Figure 1)

FIGURE 1



10. Rinse hair with clear, warm water to remove all cream rinse.
11. Squeeze excess moisture from hair.
12. Bring towel up as you bring patron to sitting position; blot hair.
13. Place towel around head in turban effect and move to work area.
14. Sanitize shampoo bowl and shampoo area.
15. Sanitize implements, equipment, and hands.
16. Have instructor evaluate your work.

JOB SHEET 2

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

OBJECTIVE 6 **Apply a color rinse.**

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Brush
- Comb

SUPPLIES

- Shampoo
- Instant color rinse
- Neck strip

NOTE: Select color rinse closest to natural color. If the hair is gray or blonde, the color range is more varied.

PROCEDURE

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

1. Sanitize hands.

2. Ask client to remove and safeguard jewelry.

3. Drape client.

4. Brush hair, using scalp treatment brushing method.

5. Seat client in shampoo chair, placing cape and towel over back of chair.

   NOTE: Be sure that all of the client's hair is in the shampoo bowl.

6. Shampoo client's hair.

7. Squeeze excess moisture from client's hair ends.

8. Bring client to sitting position and blot hair thoroughly with towel.

   NOTE: Do not rub hair; always blot.

9. Prepare color rinse for application.

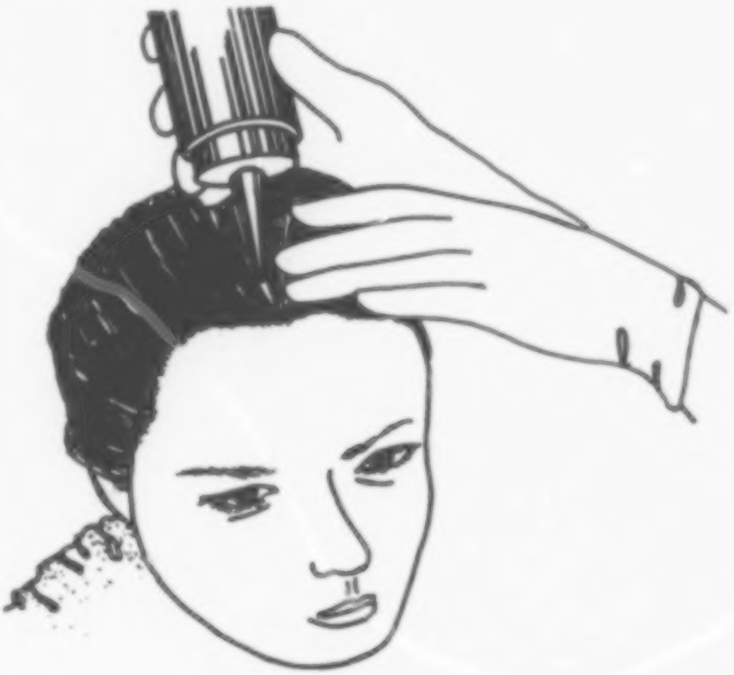
   NOTE: Always follow manufacturer's directions.

10. Apply prepared color rinse from an applicator bottle after hair has been towel dried.

    NOTE: Prevent waste by pouring 1½ to 2 ounces of instant rinse in an applicator bottle and then applying it.

11. Begin application of rinse at front hairline by pouring a small amount of rinse on the hair and working it through with your free hand. (Figure 1)

FIGURE 1



12. Continue across entire front of head with application; work rinse through hair.

13. Comb rinse through the ends after top of head is completed.

    NOTE: Enough rinse should be applied to cover ends. However, if hair is dripping, too much rinse has been applied.

14. Comb rinse through entire head.

15. Move to work area.

    NOTE: Do not place towel over the head. The towel will absorb some of the color rinse.

16. Style hair in desired manner.

17. Sanitize shampoo bowl and shampoo area.

18. Sanitize implements, equipment, and hands.

19. Have instructor evaluate your work.

JOB SHEET 3

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

OBJECTIVE 7

Apply a conditioner.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Brush
- Comb

SUPPLIES

- Shampoo
- Various professional hair conditioners
- Neck strip

PROCEDURE

1. Sanitize hands.
2. Ask client to remove and safeguard jewelry.
3. Drape client.
4. Brush hair and assess its condition.
5. Feel the hair to determine its condition.
6. Examine the porosity and elasticity of the hair.
7. Shampoo hair and analyze the hair when wet to determine the proper conditioner.
8. Explain to client what type of conditioner her or she needs.

   EXAMPLE: "Mr. or Mrs. Scott, your hair needs conditioning. It is dry and lacking oil, probably caused from wind or sun. I would recommend an oil conditioning, costing $10 or a moisture conditioner that is $8. Both of these take only five to ten minutes under the dryer.

   NOTE: Always explain to the client what the hair lacks and why it needs conditioning.

9. Apply conditioner.

Functional Reading Skills
- Follow written instructions

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

ob Acquisition/
evelopment Skills
Master specific job task/procedure
Practice good work habits/attitudes
Deal effectively with customers/clients

10. Follow manufacturer's instructions on the application of conditioner and suggested processing times.

11. Sanitize work area, implements, equipment, and hands.

12. Have instructor evaluate your work.

JOB SHEET 1

Apply a cream rinse.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Brushed hair, using scalp treatment brushing method	___	___
5. Seated client in shampoo chair properly	___	___
6. Shampooed hair	___	___
7. Squeezed moisture out of hair	___	___
8. Poured cream rinse through hair, beginning at front hairline	___	___
9. Worked rinse into hair with fingertips	___	___
10. Rinsed hair thoroughly	___	___

	Yes	No
11. Squeezed excess moisture from hair	___	___
12. Brought towel up as client was assisted to a sitting position; blotted hair	___	___
13. Put towel on head and moved to work area	___	___
14. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Draped client properly	4	3	2	1
Shampooed and prepared hair for rinse	4	3	2	1
Applied cream rinse correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

JOB SHEET 2

Apply a color rinse.

Student's name ____________________ Date ________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Brushed hair, using scalp treatment brushing method	___	___
5. Seated client in shampoo chair properly	___	___
6. Shampooed hair	___	___
7. Squeezed moisture out of hair	___	___
8. Towel blotted hair	___	___
9. Prepared rinse for application	___	___
10. Applied rinse, beginning at front hairline	___	___

	Yes	No
11. Continued application across front of head	___	___
12. Worked rinse through hair with fingers	___	___
13. Combed rinse through ends	___	___
14. Combed rinse through entire head	___	___
15. Moved to work area	___	___
16. Styled hair	___	___
17. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Draped client properly	4	3	2	1
Prepared hair for rinse	4	3	2	1
Applied color rinse correctly	4	3	2	1
Styled hair	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 3

Apply a conditioner.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Asked client to remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Brushed hair	___	___
5. Assessed condition of hair	___	___
6. Analyzed hair porosity and elasticity	___	___
7. Shampooed hair and analyzed hair while wet	___	___
8. Identified problem	___	___
9. Explained condition of hair to client and recommended two different conditioners; explained the difference and cost	___	___

	Yes	No
10. Applied conditioner according to manufacturer's directions	___	___
11. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Draped client properly	4	3	2	1
Shampooed and analyzed hair correctly	4	3	2	1
Applied appropriate conditioner	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY	4 **Skilled** - Can perform job with no additional training 3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required 2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill 1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with rinses and conditioners to their correct definitions. Write the correct letters in the blanks.

___ 1. Used after a coloring to help prevent stripping of the color

___ 2. Used to help correct problems with the general condition of the hair

___ 3. Penetrates into the cortex of the hair and helps to bond damaged cortical fibers

___ 4. Nutrient-providing substance found in mammals that is refined and used in protein hair conditioners

___ 5. A conditioner applied before a strong chemical service to help prevent further damaging hair

___ 6. A conditioner used after a service

___ 7. Coats the hair shaft; does not penetrate because the molecules are too large to pass through the openings in the cuticle

___ 8. Rinse derived from the acid of citrus fruit

a. conditioning rinse
b. color rinse
c. placenta
d. reconditioning
e. acid-balanced rinse
f. citric acid rinse
g. bluing rinse
h. preconditioning
i. coating conditioner
j. polypeptide
k. penetrating conditioner

May be photocopied for student use.

OBJECTIVE 2 **Name various rinses.**

1. Acid rinse has a very low pH. It is designed to remove tangles and will not make the hair soft. List two acid rinses.

   ____

   ____

2. Name the prepared rinse containing a blue base to take the yellow out of gray or white hair.

   ____

3. Name the rinse that helps control dandruff and scalp conditions.

   ____

4. Name the rinse that coats the hairshaft in order to help remove tangles.

   ____

5. Name the rinse that coats the hair giving it color.

   ____

OBJECTIVE 3 **Discuss purposes of various conditioners.**

1. Name four ways a nucleic acid or hair reconstructor helps the condition of hair.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. What is an instant conditioner?

   ____

May be photocopied for student use.

3. What is the purpose of a protein conditioner?

____

4. How is a normalizing conditioner used?

____

OBJECTIVE 4 **List the physical and chemical actions that damage hair.**

1. List eight physical actions that damage hair.

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____
   f. ____
   g. ____
   h. ____

2. List four chemical actions that damage hair.

   a. ____
   b. ____
   c. ____
   d. ____

NOTE: Objectives 5-7 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

UNDERSTANDING THE THEORY OF RINSES AND CONDITIONERS

IV

OBJECTIVE 1

1. e
2. a
3. k
4. c
5. h
6. d
7. i
8. f

OBJECTIVE 2

1. Vinegar rinse, lemon rinse
2. Bluing rinse
3. Medicated rinse
4. Cream rinse
5. Color rinse

OBJECTIVE 3

1. Answer should include any four of the following:
   - Restores moisture
   - Rebuilds the helix of the polypeptide chain
   - Penetrates the cuticle and cortex
   - Strengthens hair
   - Gives more elasticity and shine
   - Adds body to the hair
   - Remains in the hair longer
2. Conditioner that coats the hair and does not penetrate into the cortex.
3. To penetrate the cuticle of the hair shaft and the cortex to replace keratin (protein)
4. To neutralize the alkalinity after a chemical service

OBJECTIVE 4

1. Answer should include any eight of the following:
    - Sunlight
    - Wind
    - Hard water
    - Chlorinated water
    - Brush rollers
    - Heated rollers
    - Thermal curling irons
    - Incorrect brushing
    - Blow drying
    - Back combing

2. Answer should include the following:
    - Chemical relaxers
    - Permanent waves
    - Permanent hair color
    - Hair lighteners

OBJECTIVE SHEET

MOLDING "C" SHAPING

V

INTRODUCTION

Hair shaping is important because it teaches the techniques of the movement and direction of the hair. The hair is shaped before it is placed on rollers or rolled into pin curls. Knowing the foundations of shaping will help you mold the hair to the curved surface of the head and create hairstyles.

UNIT OBJECTIVE

After completing this unit, the student will understand the the purpose of hair shaping and will be able to perform a "C" shaping. The student will show these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with shaping to their correct definitions.
2. List purposes of hair shaping.
3. Match terms associated with geometric lines to their correct descriptions.
4. Describe open and closed ends of hair shaping.
5. Perform a straight vertical shaping. (Job Sheet 1)
6. Perform a straight horizontal shaping. (Job Sheet 2)
7. Perform a "C" or curved shaping. (Job Sheet 3)

SUGGESTED ACTIVITIES

MOLDING "C" SHAPING

V

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
    - — Invite professional cosmetologists to demonstrate salon techniques for shaping hair.

      NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon to observe stylists at work.
- Order films, videotapes, and other materials to supplement the unit.
    - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with shaping to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: List purposes of hair shaping.

- Demonstrate the purpose of hair shaping. Use Transparency Master 1.
- Invite a cosmetologist to demonstrate salon techniques for shaping.
- Have students practice shapings on mannequins.

- Conduct a contest for the best shaping.

Objective 3: Match terms associated with geometric lines to their correct descriptions.
Objective 4: Describe open and closed ends of hair shaping.

- Use Transparency Master 2.
- Demonstrate open and closed ends. Use Transparency Master 3.
- Have students demonstrate open and closed ends.

APPLICATION

Objective 5: Perform a straight vertical shaping.
Objective 6: Perform a straight horizontal shaping.
Objective 7: Perform a "C" or curved shaping.

- Have students complete Job Sheets 1 through 3.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- PEP (Professional Education Products) Cosmetology Video Education Series.

  The PEP Series is a comprehensive cosmetology instructional video package. The series is only available as a set, in VHS format only. Each video is 15 minutes long.

  Program 17 *Hairstyling-Shapings and Pincurls* includes pincurls in a C shaping and in a skip wave; how to fingerwave — a side part is used; ends are finished in pincurls.

  NOTE: The above video is available to Oklahoma instructors on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Media Resource Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

  Out-of-state instructors may order direct from Milady Publishing Company, P.O. Box 12519, Albany, NY 12212.

Print Media

- Kibbe, Constance. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1981.

UNIT REFERENCES

- Colletti, Anthony B. *Competency in Cosmetology.* Keystone Publications: New York, 1987.
- Scott, Olive P. *The Prentice-Hall Textbook of Cosmetology,* 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

MOLDING "C" SHAPING

V

OBJECTIVE 1

Match terms associated with shaping to their correct definitions.

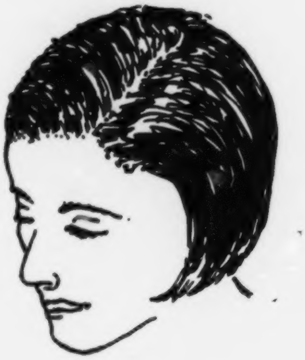
- **base direction** — movement of hair from scalp which makes up the first half of a shaping
- **clockwise** — movement in the same direction as the hands of a clock
- **counter-clockwise** — movement in the opposite direction as the hands of a clock
- **hair direction** — flow of entire hair strand in the comb-out
- **natural hair growth** — growth pattern of hair as determined by the shape of the follicle in the scalp
- **rotate** — to move in a circular direction
- **shaping** — hair that has been formed into a pattern
- **wave** — connecting shapings which alternate in direction

OBJECTIVE 2

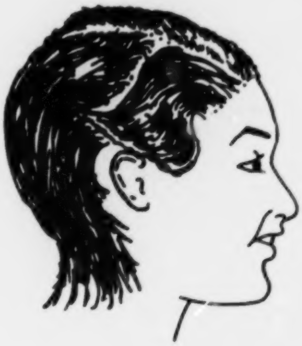
List purposes of hair shaping.

Shapings are used for the following purposes:

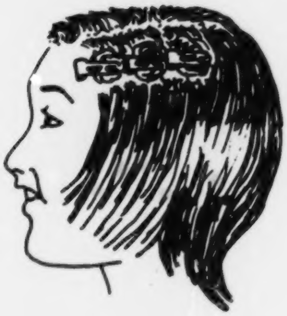
- To distribute the hair



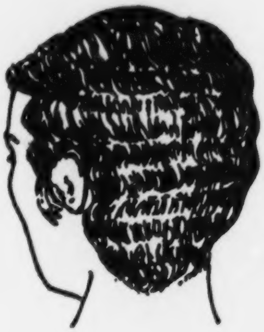
- As part of a fingerwave



- To form the base of curls



- As a guide in formulating designs

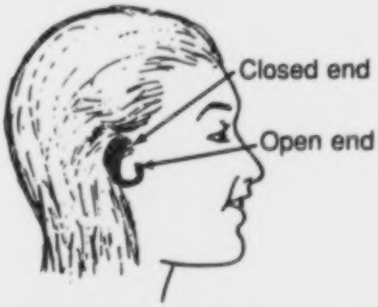


OBJECTIVE 3 **Match terms associated with geometric lines to their correct descriptions.**

- **arc** — last half or movement of a shaping
- **chevron** — the inverted v shape that forms the curve of a shaping
- **horizontal lines** — straight lines from side to side
- **parallel lines** — two lines which run side by side and never meet
- **parallel vertical arcs** — two or more arcs moving in the same direction
- **vertical lines** — straight lines up and down

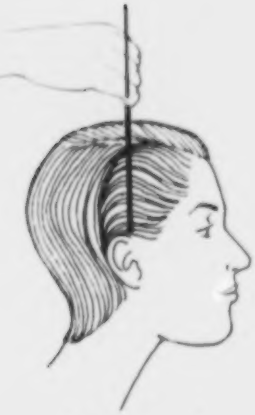
OBJECTIVE 4 **Describe open and closed ends of hair shaping.**

The open end is opposite the base direction. Most sets begin from the open end of a shaping. The open end is the concave portion of a shaping and is curved or rounded inward.

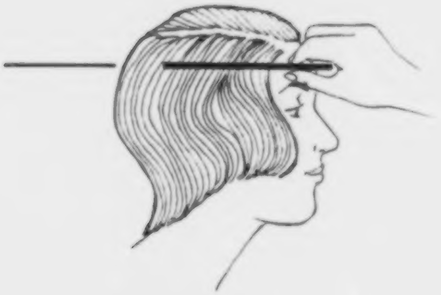


The closed end forms a circular movement and is opposite the open end. The closed end may be larger than the open end. It is the convex portion of a shaping.

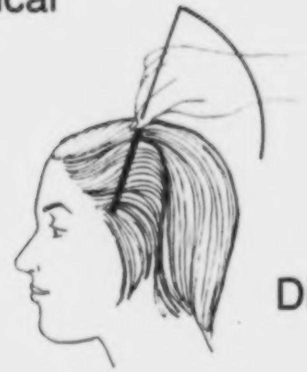
Line Shapings



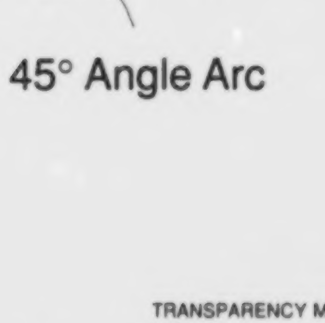
Vertical



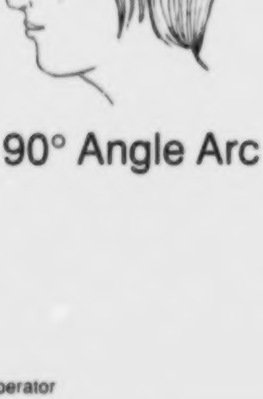
Horizontal



Diagonal

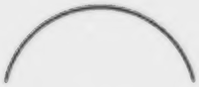


45° Angle Arc



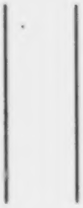
90° Angle Arc

Geometric Lines Used in Hair Shapings

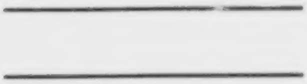


Arc

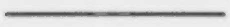
Vertical is
Up and Down



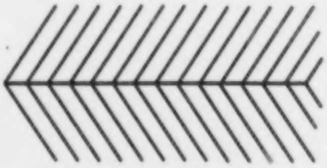
Parallel Lines



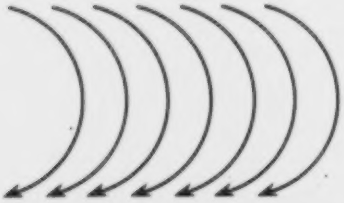
Parallel Lines



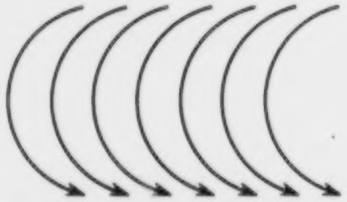
Horizontal



Chevron

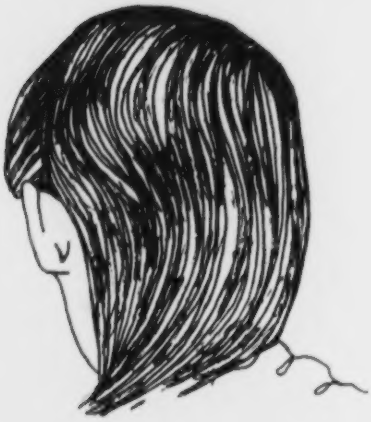


Parallel Vertical Arcs
Moving in
Clockwise Direction

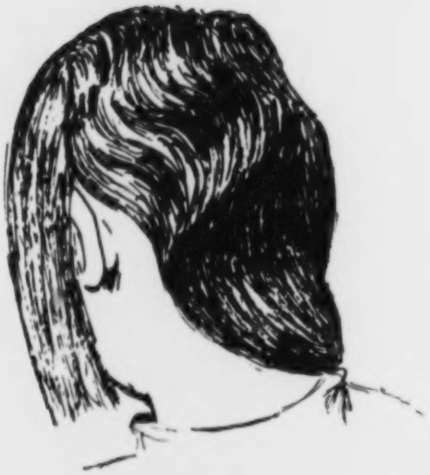


Parallel Vertical Arcs
Moving in
Counterclockwise Direction

Open and Closed Ends



Open end



Closed End

JOB SHEETS 1-3

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  - Following written instructions

  CREATIVE THINKING/PROBLEM SOLVING

  - Transferring knowledge/training to new situations

  EMPLOYABILITY

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Review safety precautions included in written instructions.
  - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

JOB SHEET 1 — MOLDING "C" SHAPING

V

OBJECTIVE 5 **Perform a straight vertical shaping.**

INTRODUCTION Shaping forms the basis of many hairstyles. The shaping can build the foundation for roller curls or pin curls. Waves or ridges in a vertical shaping run up and down the head.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Wave comb
- Mannequin
- Water bottle

SUPPLIES

- Neck strip
- Waving lotion
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Drape client or mannequin.

   NOTE: Mannequins are normally used for this procedure.

3. Brush and shampoo hair.

   NOTE: If shampoo is not performed, thoroughly saturate hair with water. Hair must be wet to break down bonds so the hair can be molded. Bonds will reform during the drying process.

4. Remove tangles.
5. Comb hair straight back, away from face.
6. Section sides and top.

   NOTE: This exercise will be performed on the crown area; however, remember that shapings may be done on any section of the head.

7. Apply setting lotion to hair.

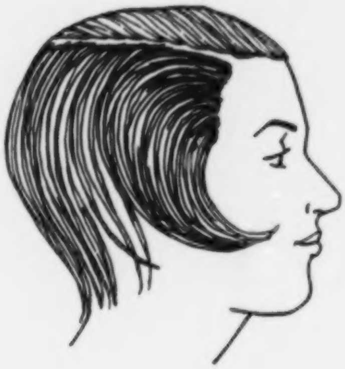
Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

8. Prepare crown area by moving hair 45° to the right of the hair direction. (Figure 1)

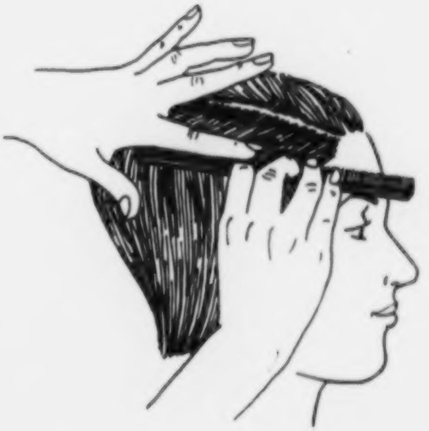
FIGURE 1



NOTE: This movement prepares the base direction.

9. Place wave comb at the open end of the shaping. (Figure 2)

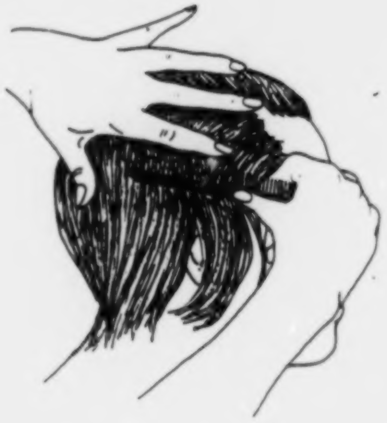
FIGURE 2



NOTE: The open end of the shaping is opposite the base direction.

10. Place comb flat on the hair with teeth pointing in an upward direction. (Figure 3)

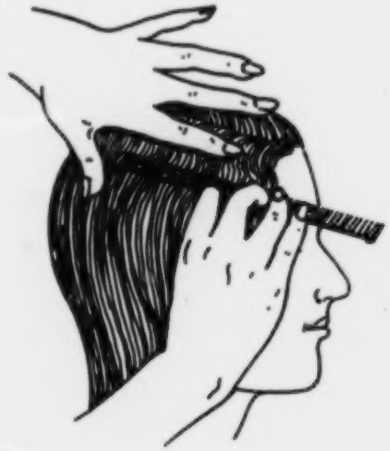
FIGURE 3



NOTE: The center of the shaping is determined by comb placement and the point at which the hair changes directions. The direction of the shaping will always follow the angle of the comb.

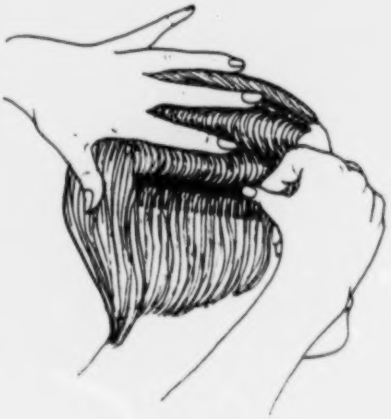
11. Place finger parallel with the teeth of the comb. (Figure 4)

FIGURE 4



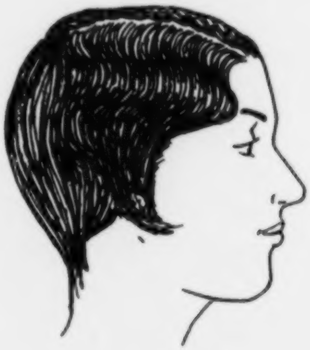
12. Rotate comb until the teeth are pointing downward, forcing the comb down to the scalp. (Figure 5)

FIGURE 5



13. Move comb to the left, placing a semi-circle in the base direction and forming a chevron. (Figure 6)

FIGURE 6

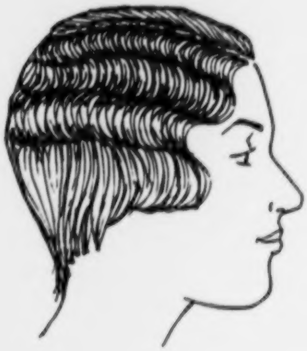


NOTE: The open end of the shaping should be visible at this point.

14. Complete the shaping across crown area.

    a. Place comb.
    b. Place finger.
    c. Rotate comb.
    d. Move hair into arc. (Figure 7)

FIGURE 7



15. Continue the process down the length of the hair.

16. Sanitize work area, implements, equipment, and hands.

17. Have instructor evaluate your work.

JOB
SHEET 2

MOLDING
"C" SHAPING

V

OBJECTIVE 6

Perform a straight horizontal shaping.

INTRODUCTION

Horizontal shapings differ from vertical shapings because the waves or ridges go around the head rather than up and down. Horizontal shapings are normally only done on the sides of the head.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Wave comb
- Mannequin
- Water bottle

SUPPLIES

- Neck strip
- Waving lotion
- Shampoo

PROCEDURE

Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.

2. Drape client or mannequin.

   NOTE: Mannequins are normally used for this procedure.

3. Brush and shampoo hair.

   NOTE: If shampoo is not performed, thoroughly saturate hair with water. Hair must be wet to break down bonds so the hair can be molded. Bonds will reform during drying process.

4. Remove tangles.

5. Comb hair straight back, away from face.

6. Section sides and top.

   NOTE: This procedure will be done only on the sides of the head. It can also be performed on the top of the head.

7. Working from the hairline, move hair 45° to the right of the hairline.

8. Place comb at the open end of the shaping.
9. Place comb flat on the hair with teeth pointing toward hairline.
10. Place finger parallel with the teeth of the comb.
11. Rotate comb until teeth are pointing opposite the hairline, forcing the comb down to the scalp.
12. Move comb to the left, placing a semi-circle in the base direction, forming a chevron.
13. Complete shaping down the length of the hair.
    a. Place comb.
    b. Place finger.
    c. Rotate comb.
    d. Move hair into arc.
14. Repeat procedure until side is horizontally shaped.
15. Sanitize work area, implements, equipment, and hands.
16. Have instructor evaluate your work.

JOB SHEET 3 — MOLDING "C" SHAPING

V

OBJECTIVE 7

Perform a "C" or curved shaping.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towel
- Comb
- Water bottle

SUPPLIES

- Neck strip
- Waving lotion
- Shampoo

PROCEDURE

NOTE: Practice this procedure on sides of head.

1. Sanitize hands.
2. Drape client or mannequin.

   NOTE: Mannequins are normally used for this procedure.
3. Brush and shampoo hair.

   NOTE: If shampoo is not given, thoroughly saturate hair with water. Hair must be wet to break down bonds so that the hair can be molded. Bonds will reform during drying process.
4. Remove tangles.
5. Comb hair straight back, away from face.
6. Section hair, front from back, leaving sides free.
7. Apply setting lotion to the right side of the head.

   NOTE: The right side should be determined by standing behind head.

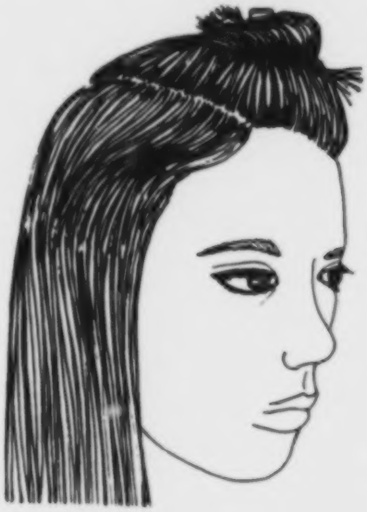
Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

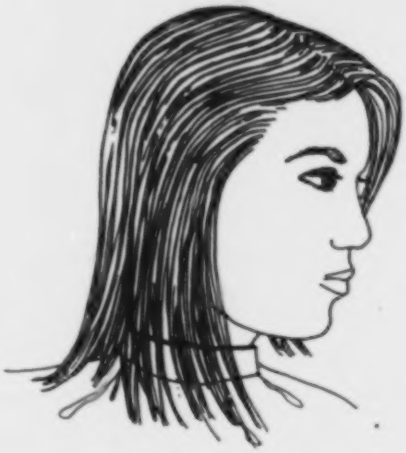
8. Prepare right side for shaping by directing the hair in a shallow semi-circle toward the face. (Figure 1)

FIGURE 1



9. Locate portion of hair at hairline that grows farthest onto the face to use as a guide. (Figure 2)

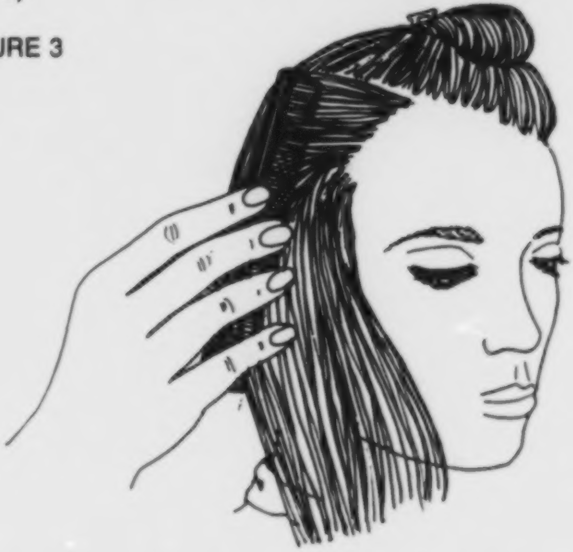
FIGURE 2



NOTE: The portion of the hairline that grows farthest onto the face should be centered in the semi-circle.

10. Stand directly in front of the area to be shaped and place the large teeth of the comb at the guide on the hairline; move comb through the hair at 45° away from the hairline. (Figure 3)

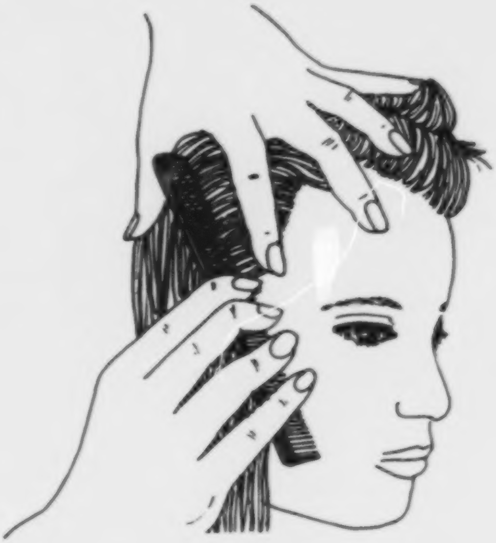
FIGURE 3



NOTE: The large teeth of the comb will point downward.

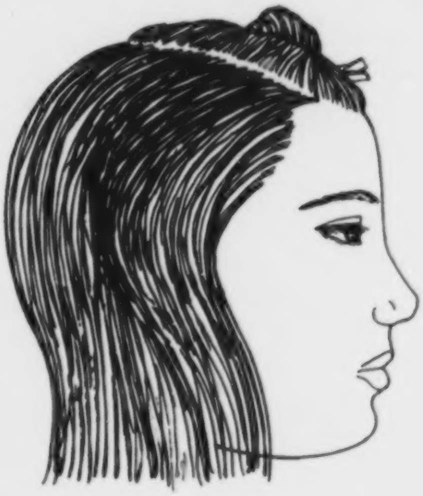
11. Place index finger on shaping at a 45° angle using the guide at the hairline; hold firmly. (Figure 4)

FIGURE 4



12. Comb hair under index finger sharply toward the hairline using the large teeth of the comb to complete "C" shape. (Figure 5)

FIGURE 5

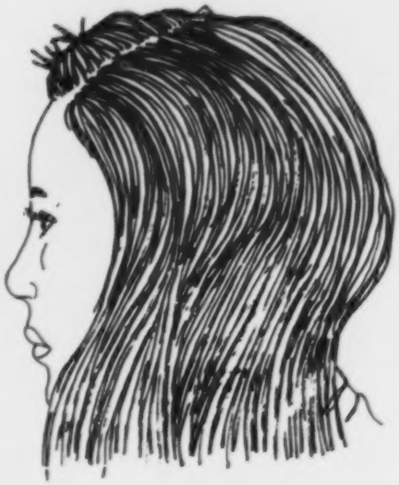


13. Smooth hair evenly with small teeth of comb if needed.

14. Apply setting lotion to left side of head.

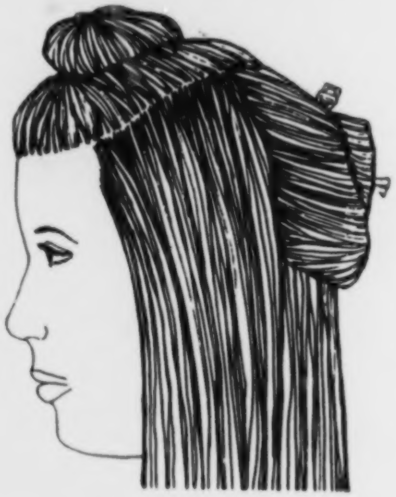
15. Comb hair on the left side into a shallow semi-circle toward face. (Figure 6)

FIGURE 6



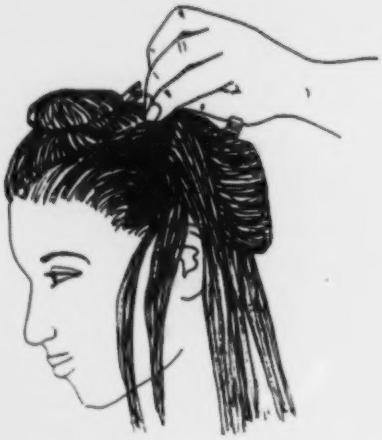
16. Locate area on the left side of the head where hair grows farthest onto the face to use as a guide. (Figure 7)

FIGURE 7



17. Stand directly in front of area to be shaped and place the large teeth of the comb at the guide on the hairline; move the comb through the hair at 45° away from the hairline. (Figure 8)

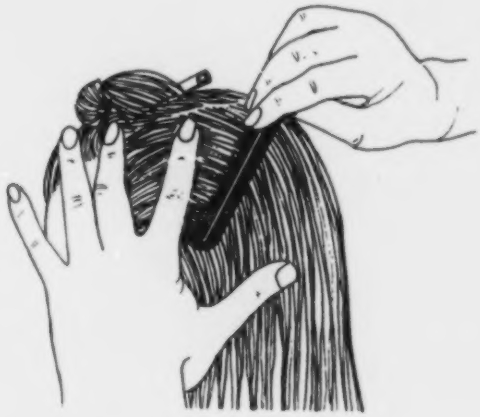
FIGURE 8



NOTE: The large teeth of the comb should be pointing downward.

18. Place index finger on shaping at 45° angle using the guide at the hairline; hold firmly. (Figure 9)

FIGURE 9



19. Comb hair under index finger curving sharply toward the hairline, using the large teeth of the comb to complete "C" shape.

20. Smooth hair evenly with the small teeth of the comb if needed.

NOTE: Practice "C" shape on each side of the head several times.

21. Sanitize work area, implements, equipment, and hands.

22. Have instructor evaluate your work.

PRACTICAL TEST 1

MOLDING "C" SHAPING

V

JOB SHEET 1

Perform a straight vertical shaping.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client or mannequin	___	___
3. Brushed and shampooed or wet hair	___	___
4. Removed tangles	___	___
5. Combed hair straight back, away from face	___	___
6. Sectioned sides and top	___	___
7. Applied setting lotion to hair	___	___
8. Prepared crown area by moving hair 45° to the right of the hair direction	___	___
9. Placed wave comb at the open end of the shaping	___	___
10. Placed comb flat on hair with teeth pointing in an upward position	___	___

	Yes	No
11. Placed finger parallel with the teeth of the comb	___	___
12. Rotated comb until the teeth were pointing downward, forced comb down to the scalp	___	___
13. Moved comb to the left, placed a semi-circle in the base direction forming a chevron	___	___
14. Completed the shaping across crown area		
a. Placed comb	___	___
b. Placed finger	___	___
c. Rotated comb	___	___
d. Moved hair into arc	___	___
15. Continued the process down the length of the hair	___	___
16. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair for shaping	4	3	2	1
Completed a straight vertical shaping	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

MOLDING "C" SHAPING

V

JOB SHEET 2

Perform a straight horizontal shaping.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client or mannequin	___	___
3. Brushed and shampooed or wet hair	___	___
4. Removed tangles	___	___
5. Combed hair straight back, away from face	___	___
6. Sectioned sides and top	___	___
7. Worked from the hairline, moved hair 45° to the right of the hairline	___	___
8. Placed comb at the open end of the shaping	___	___
9. Placed comb flat on hair with teeth pointing toward hairline	___	___

	Yes	No
10. Placed finger parallel with the teeth of the comb	___	___
11. Rotated comb until teeth were pointing opposite the hairline; forced the comb down to the scalp	___	___
12. Moved comb to the left; placed a semi-circle in the base direction, forming a chevron	___	___
13. Completed shaping down the length of the hair		
a. Placed comb	___	___
b. Placed finger	___	___
c. Rotated comb	___	___
d. Moved hair into arc	___	___
14. Repeated procedure until side was horizontally shaped	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair for shaping	4	3	2	1
Completed a straight horizontal shaping	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

MOLDING "C" SHAPING

V

JOB SHEET 3

Perform a "C" or curved shaping.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Drape client or mannequin	___	___
3. Brushed and shampooed or wet hair	___	___
4. Removed tangles	___	___
5. Combed hair straight back, away from face	___	___
6. Sectioned hair, front from back, left sides free	___	___
7. Applied setting lotion to right side of head	___	___
8. Prepared right side for shaping by directing hair in a shallow semi-circle toward face	___	___

		Yes	No
9.	Located portion of hair at hairline that grows farthest onto face to use as a guide	___	___
10.	Stood directly in front of the area to be shaped and placed large teeth of comb at guide on hairline; moved the comb through hair at 45° away from hairline	___	___
11.	Placed index finger on shaping at a 45° angle using guide at hairline; held firmly	___	___
12.	Combed hair under index finger sharply toward hairline using large teeth of comb to complete "C" shape	___	___
13.	Smoothed hair evenly with small teeth of comb if needed	___	___
14.	Applied setting lotion to left side of head	___	___
15.	Combed hair on left side into shallow semi-circle toward face	___	___
16.	Located area on left side of head where hair grows farthest onto face to use as a guide	___	___
17.	Stood directly in front of area to be shaped and placed large teeth of comb at guide on hairline; moved the comb through hair at 45° away from hairline	___	___
18.	Placed index finger on shaping at 45° angle using guide at hairline	___	___

	Yes	No
19. Combed hair under index finger sharply toward hairline, used large teeth of comb to complete "C" shape	___	___
20. Smoothed hair evenly with small teeth of comb if needed	___	___
21. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair for shaping	4	3	2	1
Completed a "C" shaping on right side	4	3	2	1
Completed a "C" shaping on left side	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

MOLDING "C" SHAPING

V

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with shaping to their correct definitions. Write the correct letters in the blanks.

___1. Flow of entire hair strand in the comb-out

___2. Connecting shapings which alternate in direction

___3. Movement of hair from scalp which makes up the first half of a shaping

___4. Movement in the same direction as the hands of a clock

___5. Hair that has been formed into a pattern

___6. To move in a circular direction

___7. Growth pattern of hair as determined by the shape of the follicle in the scalp

___8. Movement in the opposite direction as the hands of a clock

a. wave

b. clockwise

c. rotate

d. natural hair growth

e. hair direction

f. counter-clockwise

g. shaping

h. base direction

OBJECTIVE 2

List purposes of hair shaping. List four purposes in the spaces below.

1. ______________________________

2. ______________________________

May be photocopied for student use.

3. ______________________________

4. ______________________________

OBJECTIVE 3

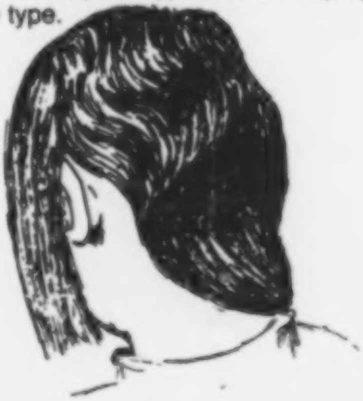
Match terms associated with geometric lines to their correct descriptions. Write the correct letters in the blanks.

___1.	Straight lines from side to side	a.	chevron
___2.	Last half or movement of a shaping	b.	horizontal lines
		c.	parallel lines
___3.	The inverted v-shape that forms the curve of a shaping	d.	arc
___4.	Straight lines up and down	e.	parallel vertical arcs
___5.	Two lines which run side by side and never meet	f.	vertical lines
___6.	Two or more arcs moving in the same direction		

OBJECTIVE 4

Describe open and closed ends of hair shaping. Using the following pictures, identify the type of hair shaping and write a brief description of the type.

1.



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____

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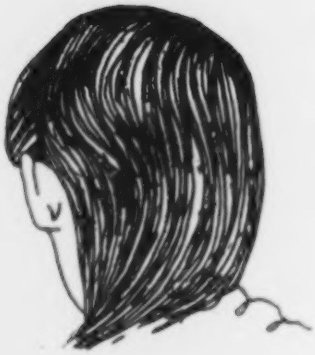
2.



NOTE: Objectives 5-7 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

MOLDING "C" SHAPING

V

OBJECTIVE 1

1. e
2. a
3. h
4. b
5. g
6. c
7. d
8. f

OBJECTIVE 2

Answer should include the following:

- To distribute the hair
- As part of a fingerwave
- To form the base of curls
- As a guide in formulating designs

OBJECTIVE 3

1. b
2. d
3. a
4. f
5. c
6. e

OBJECTIVE 4

Answer should include the following:

1. Closed end — the closed end forms a circular movement and is opposite the open end. The closed end may be larger than the open end. It is the convex portion of a shaping.
2. Open end — the open end is opposite the base direction. Most sets begin from the open end of a shaping. The open end is the concave portion of a shaping and is curved or rounded inward.

OBJECTIVE SHEET

FINGERWAVING

VI

INTRODUCTION

Fingerwaving is the art of directing the hair into waves. Before some hairstyles are created, they are molded in the desired direction. Although some procedures may seem old-fashioned to you, it is important to be familiar with them since they may be in style in the future.

UNIT OBJECTIVE

After completing this unit, the student will be able to list fingerwaving procedures and demonstrate the art of fingerwaving. The student will show these competencies by completing job sheets, practical tests, and written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with fingerwaving to their correct definitions.
2. List in order fingerwaving procedures.
3. Perform a horizontal fingerwave. (Job Sheet 1)
4. Perform a vertical fingerwave. (Job Sheet 2)
5. Perform a full-head fingerwave. (Job Sheet 3)

FINGERWAVING

PREPARATION

- Review instructional outline for this unit. Modify the frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a state board inspector to discuss fingerwaving techniques.
  - Invite a licensed cosmetologist to discuss styles that require fingerwaving.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make transparencies from transparency masters.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with fingerwaving to their correct definitions.
Objective 2: List in order fingerwaving procedures.

- Discuss terms with the students to introduce them to the unit.
- Show pictures of fingerwave styles of the twenties and present.
- Discuss types of fingerwaves that are part of the State Board Exam.
- Use fingerwaves as an exercise in learning control of the hair for styling.
- Have a guest artist demonstrate fingerwaves for today's styles.
- Use Transparency Master 1.

APPLICATION

Objective 3: Perform a horizontal fingerwave.
Objective 4: Perform a vertical fingerwave.
Objective 5: Perform a full-head fingerwave.

- Have students complete Job Sheets 1-3.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- PEP (Professional Education Products) Cosmetology Video Education Series

The PEP Series is a comprehensive cosmetology instructional video package. The series is only available as a set, in VHS format only. Each video is 15 minutes long.

Program 17 *Hairstyling-Shapings and Pincurls* includes pincurls in a C shaping and in a skip wave; how to fingerwave — a side part is used; ends are finished in pincurls.

NOTE: The above video is available to Oklahoma instructors on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Media Resource Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

Out-of-state instructors may order direct from Milady Publishing Company, P.O. Box 12519, Albany, NY 12212.

Print Media

- Kibbe, Constance V. *Standard Textbook of Cosmetology.* 1988. Milady Publishing Co.: Albany, NY, 1980.

UNIT REFERENCES

- Ahern, Jerry, J. *West Textbook of Cosmetology.* West Publishing Co.: St. Paul, MN, 1986.
- Colletti, Anthony B. *Competency in Cosmetology.* Keystone Publishing: New York, 1987.
- Dalton, John. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1988.

OBJECTIVE 1 **Match terms associated with fingerwaving to their correct definitions.**

- **base direction** — direction of the hair as it grows from the scalp
- **fingerwave** — series of hair shapings connected by ridges and alternating parallel semi-circles
- **molding** — shaping hair into a design such as a semi-circle
- **natural growth** — natural shape or direction of hair growth
- **overdirecting** — combing the hair too far from the growth pattern when making a shaping
- **ridge** — two shapings connected by a raised area
- **shallow wave** — slight wave pattern
- **trough** — semicircular area of a wave located between ridges
- **underdirecting** — not enough direction or shaping combed into the hair
- **uniform** — equal or even in design
- **wave trough** — hair between two parallel wave ridges
- **waving lotion** — keeps hair in place during the fingerwaving procedure

  NOTE: Apply waving lotion to one side of head at a time to prevent it from drying out.

OBJECTIVE 2 **List in order fingerwaving procedures.**

- Locate natural hair growth before beginning fingerwave.
- Avoid excessive use of waving solution.

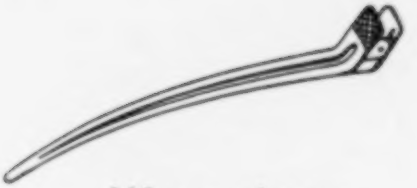
  NOTE: Change neckstrip if it becomes wet during fingerwaving.

- Begin fingerwave on heavy side of head when using a side part.
- Fingerwave a small amount of hair at a time.
- Fingerwave the hair all the way to the scalp.
- Begin a fingerwave with a shaping.
- Make sure the teeth of the comb are all the way to the scalp while fingerwaving.

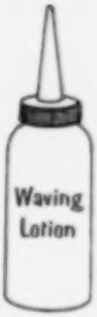
  NOTE: Learn to mold and shape the hair with fingers and comb instead of relying on mechanical aids.

- Place a hairnet over the hair to protect the wave while drying.
- Dry hair completely before combing.

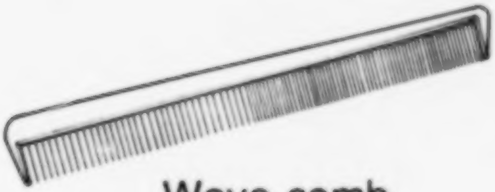
EQUIPMENT USED IN FINGERWAVING



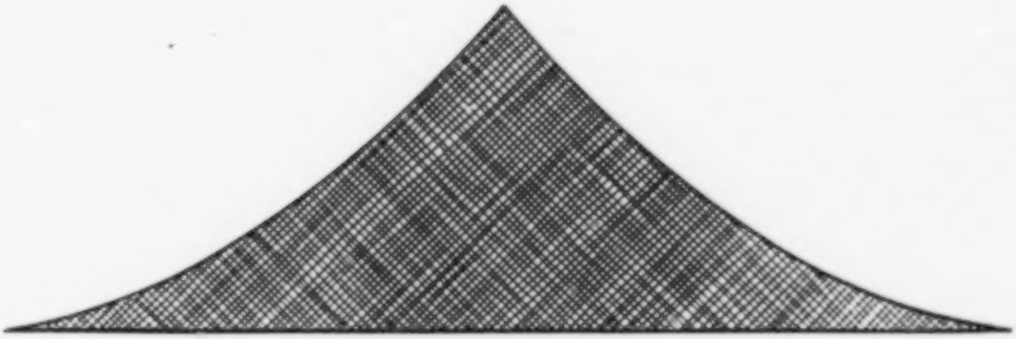
Wave clamp


Waving Lotion

Waving lotion



Wave comb



Hairnet

JOB SHEETS 1-3

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

- If students have difficulty following written instructions:

  — Discuss the possible consequences of not following instructions precisely.

  — Have them read the instructions several times, noting the key words and ideas.

  — Review safety precautions included in written instructions.

  — Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.

- If students have difficulty mastering a specific job task/procedure:

  — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  — Suggest they study each component of the procedure to determine which area is causing difficulty.

- Review the entire procedure.
- Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

JOB SHEET 1

FINGERWAVING

VI

OBJECTIVE 3

Perform a horizontal fingerwave.

IMPLEMENTS AND EQUIPMENT

- Wave comb
- Shampoo cape
- Mannequin
- Hairnet
- Water bottle

SUPPLIES

- Shampoo
- Waving lotion
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin's hair.

   NOTE: If you are performing this procedure on a client, shampoo hair before waving.

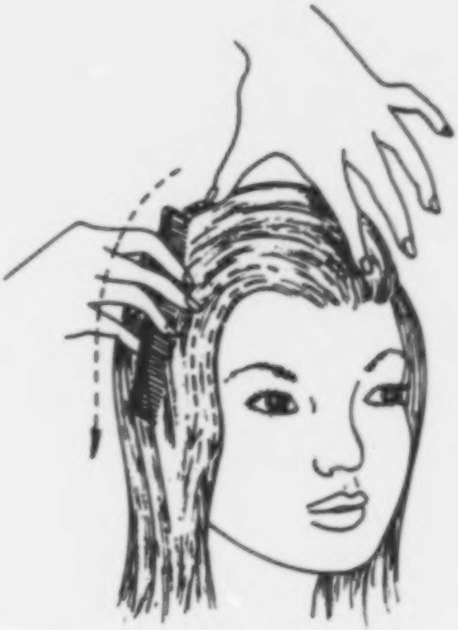
4. Comb out tangles.
5. Locate natural growth.
6. Apply waving lotion to area to be fingerwaved first.

   NOTE: Hair must be kept wet to mold.

7. Make a side part.

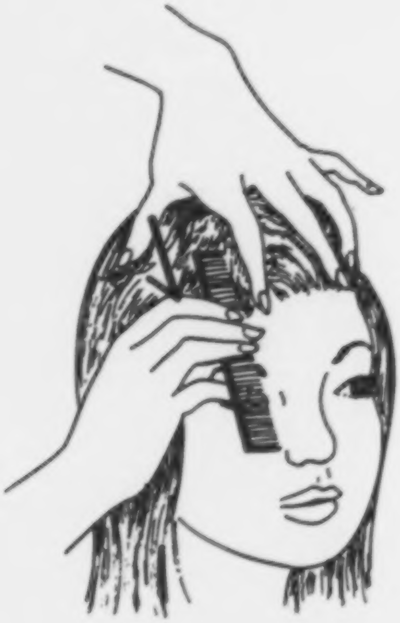
8. Starting at hairline, make a circular movement, forming a shallow shaping. (Figure 1)

FIGURE 1



9. With left hand, place index finger directly above the area where first ridge is to be located; draw the comb forward along the fingertip. (Figure 2)

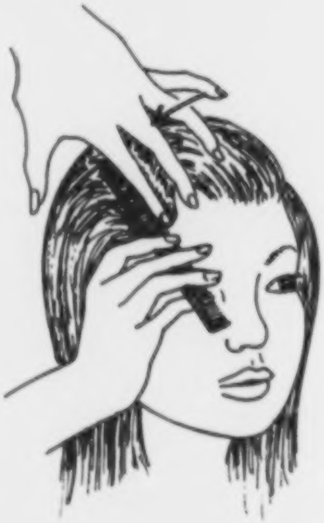
FIGURE 2



NOTE: When making the first ridge from a side part, the open end should be at the hairline area in order to make a bang-like wave on forehead. Your index finger is your guide. Always place it at the angle at which the ridge is to go.

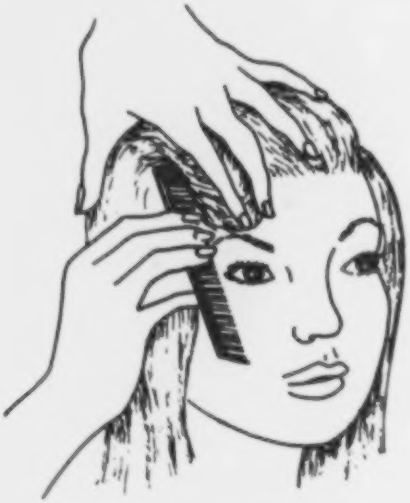
10. Place index finger beside and above the first ridge, flattening comb against the head. Draw the comb forward to complete the ridge. Figure 3)

FIGURE 3



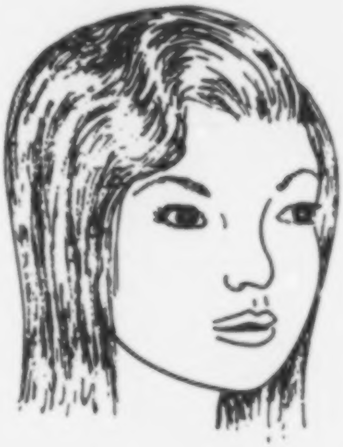
11. Place middle finger above the newly formed ridge and the index finger over the comb. Apply firm pressure with middle finger. (Figure 4)

FIGURE 4



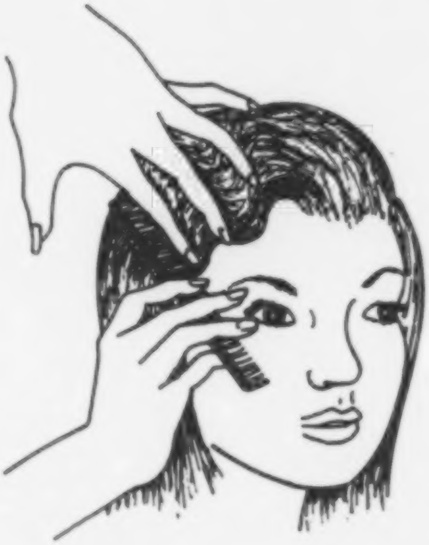
12. Complete the first ridge. (Figure 5)

FIGURE 5



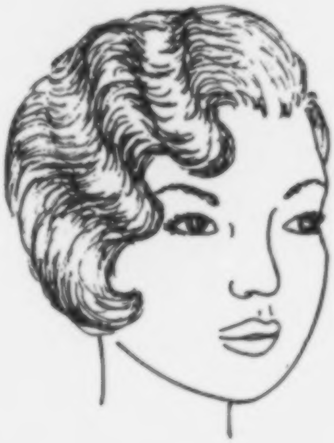
13. Begin the second ridge at open end of the shallow shaping. Place index finger directly above the area where the second ridge is to be placed. Insert large teeth of the comb under index finger. Place fingers over and under the ridge. (Figure 6)

FIGURE 6



14. Continue this procedure down the side of the head to complete the horizontal wave. (Figure 7)

FIGURE 7



15. Dry hairstyle.

NOTE: A hairnet should be carefully placed over fingerwaved hair before drying.

16. Sanitize work area, implements, equipment, and hands.

17. Have instructor evaluate your work.

FINGERWAVING

OBJECTIVE 4 **Perform a vertical fingerwave.**

IMPLEMENTS AND EQUIPMENT

- Wave comb
- Shampoo cape
- Mannequin
- Hairnet

SUPPLIES

- Shampoo
- Styling lotion
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.

2. Drape mannequin.

3. Wet mannequin's hair.

   NOTE: If you are performing this procedure on a client, shampoo hair before fingerwaving.

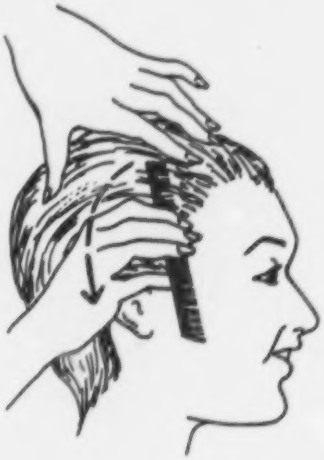
4. Comb out tangles.

5. Locate natural growth.

6. Apply waving lotion to area to be fingerwaved first.

7. Make a side part from forehead to crown. (Figure 1)

FIGURE 1



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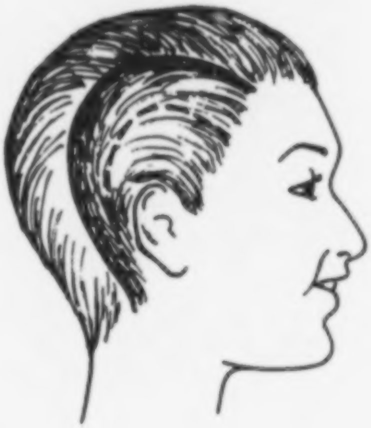
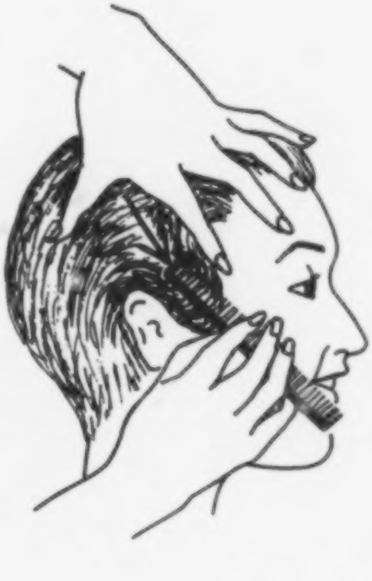
8. Prepare hair by combing it parallel to the direction of the first ridge, forming a shallow shaping. (Figure 2)

FIGURE 2



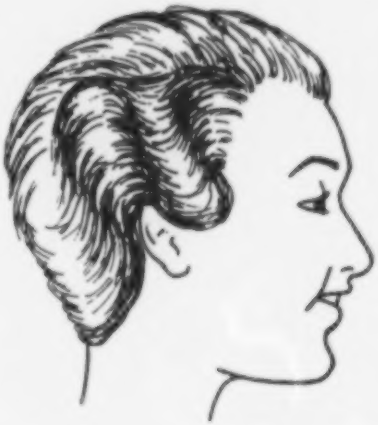
9. Make first ridge and wave. (Figure 3)

FIGURE 3



10. Continue procedure across head, forming a vertical wave. (Figure 4)

FIGURE 4



NOTE: The procedure for making a vertical wave is the same as for horizontal wave. (Job Sheet 1)

11. Dry hairstyle.

NOTE: A hairnet should be carefully placed over fingerwaved hair before drying.

12. Sanitize work area, implements, equipment, and hands.

13. Have instructor evaluate your work.

JOB SHEET 3 | **FINGERWAVING** | **VI**

OBJECTIVE 4 Perform a full-head fingerwave.

IMPLEMENTS AND EQUIPMENT

- Wave comb
- Shampoo cape
- Hairbrush
- Mannequin
- Hairnet

SUPPLIES

- Shampoo
- Neck strip
- Styling lotion

PROCEDURE

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin's hair.

   NOTE: If you are performing this procedure on a client, shampoo hair before fingerwaving.
4. Comb out tangles.
5. Locate natural growth.
6. Apply waving lotion to area to be fingerwaved first.

   NOTE: Hair must be kept wet to mold.

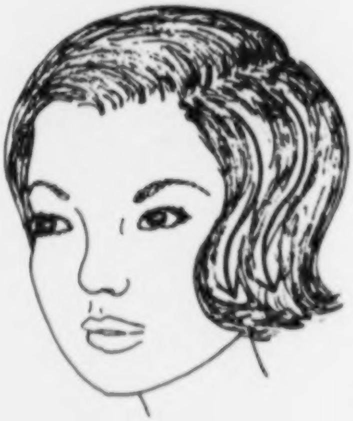
Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

7. Make a side part. (Figure 1)

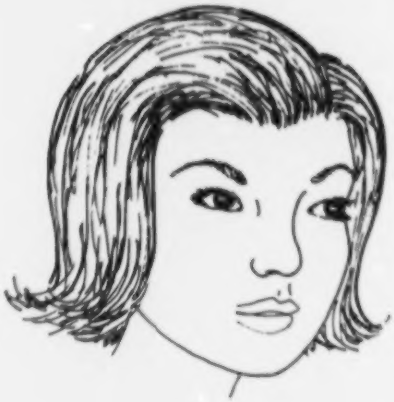
NOTE: Side part should go back to the top of the crown.

FIGURE 1



8. Begin fingerwave on the top of the head and on the heavy side of the part. (Figure 2)

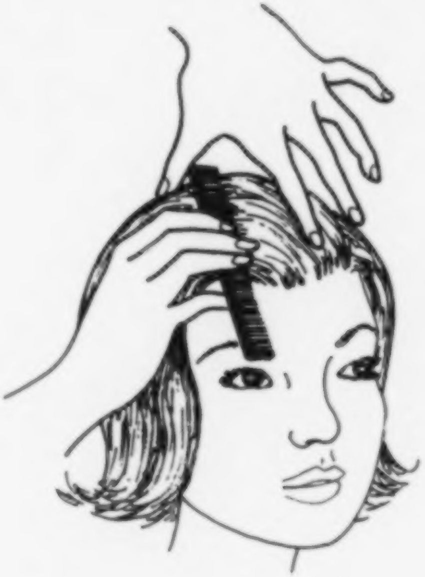
FIGURE 2



9. Prepare hair by combing it parallel to the direction of the first ridge, forming a shallow shaping. (Figure 3)

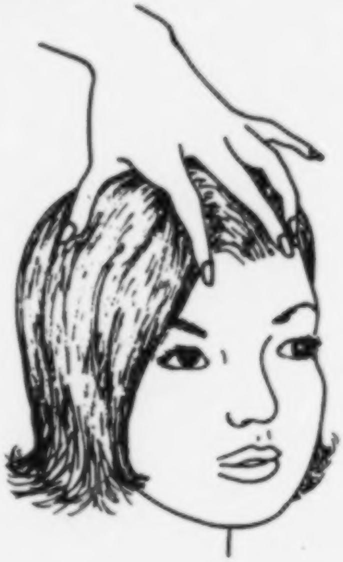
   NOTE: Avoid overdirecting or underdirecting the preparation shaping.

FIGURE 3



10. Place index finger directly above the area where the first ridge is to be located and at the open end of the prepared hair shaping. (Figure 4)

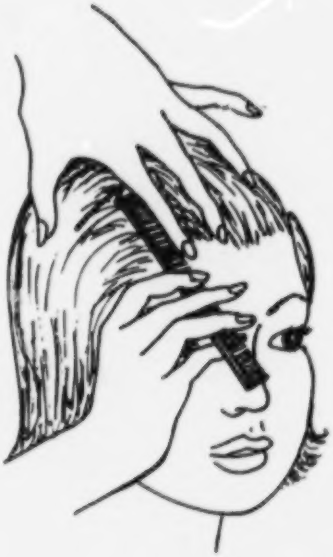
FIGURE 4



NOTE: When making the first ridge from a side part, the open end should be at hairline area in order to make a bang-like wave on forehead. Your index finger is your guide. Always place it at the angle at which the ridge is to go.

11. Insert large teeth of the wave comb directly under index finger. (Figure 5)

FIGURE 5



NOTE: Hold wave comb by placing the fingers over the comb and the thumb underneath the small-toothed end of the comb.

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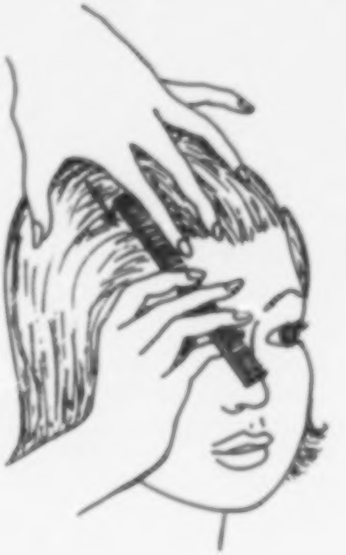
12. Point teeth of the comb slightly upward and draw the comb forward along the fingertip of index finger. (Figure 6)

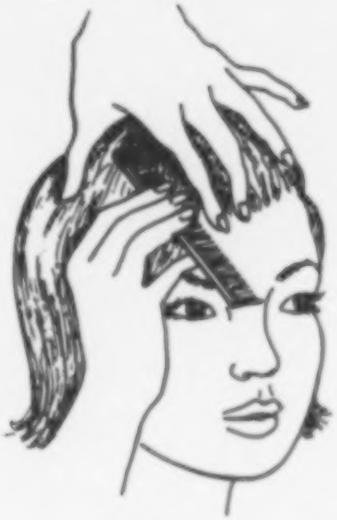
NOTE: The forward movement of the comb should be about one inch.

FIGURE 6



13. Hold index finger in place and flatten the comb against the head. (Figure 7)

FIGURE 7

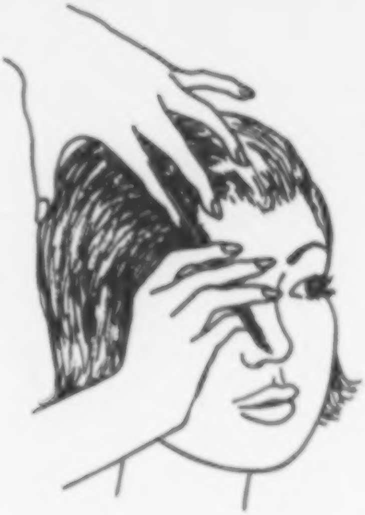


14. Remove index finger from head.

NOTE: Comb should stay flattened against head.

15. Place middle finger above the newly formed ridge and the index finger over the comb. (Figure 8)

FIGURE 8



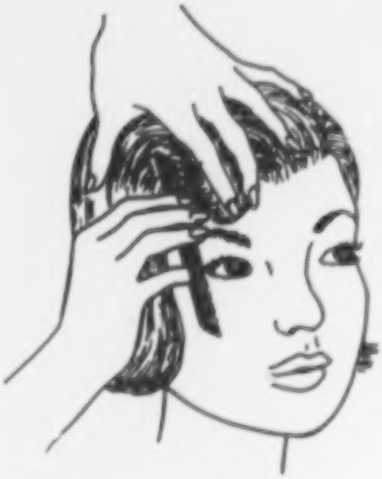
NOTE: Ridge may be emphasized by pressing the middle and index fingers together.

16. Apply firm pressure with middle finger.

NOTE: Firm pressure is needed so that previously waved hair will not be torn down when continuing to another area.

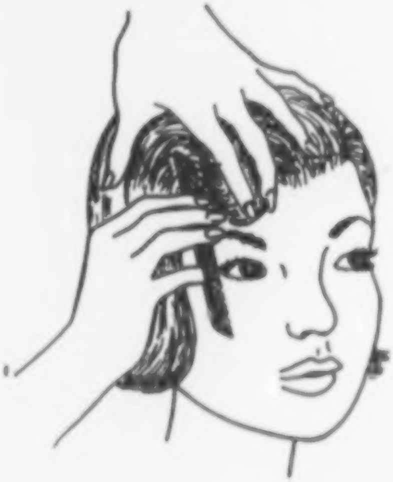
17. Turn teeth of the comb downward toward scalp. (Figure 9)

FIGURE 9



18. Bring the comb down and comb ends in opposite direction of the first ridge. (Figure 10)

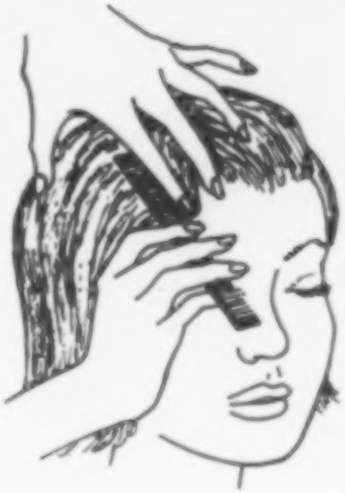
FIGURE 10



NOTE: Avoid overdirecting the shaping under the first ridge.

19. Place index finger beside and above the first ridge. (Figure 11)

FIGURE 11



20. Insert comb with the teeth pointed slightly upward.

21. Draw comb forward to the previously completed ridge.

22. Change fingers, placing middle finger on top of the ridge and index finger over the comb.

    NOTE: The top wave should go back only to the end of the side part.

23. Bring comb down and comb hair ends in opposite direction of first ridge.

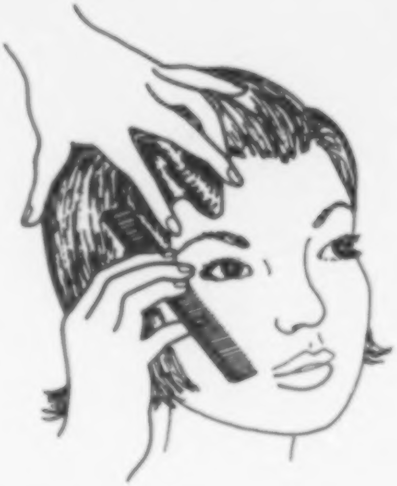
    NOTE: All hair should be evenly distributed throughout fingerwaving procedure. The small teeth of the comb may be used to smooth the hair in the wave.

24. Begin second ridge at the open end of the shallow shaping.

    NOTE: The second ridge should begin opposite of the beginning of the first ridge.

25. Place index finger directly above the area where the second ridge is to be placed. (Figure 12)

FIGURE 12



NOTE: The space between each wave on the full head should be equal.

26. Insert large teeth of the comb directly under index finger.

27. Point teeth of the comb slightly upward and draw the comb toward the fingertip of index finger.

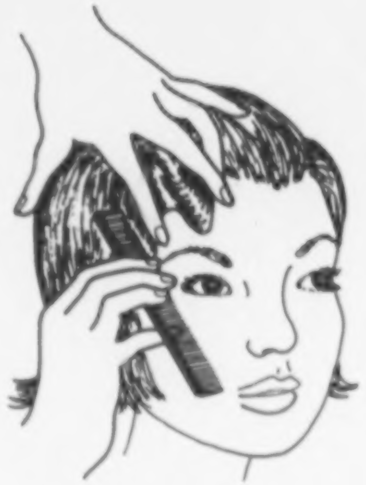
28. Flatten comb against the head.

29. Place fingers over and under the ridge.

30. Apply firm pressure with fingers and point teeth of the comb downward.

31. Bring comb down and comb hair ends the direction opposite of the second ridge. (Figure 13)

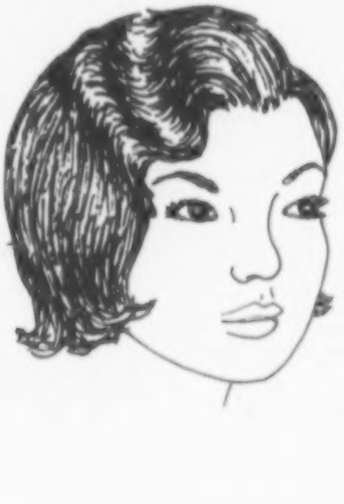
FIGURE 13



32. Place index finger beside and above the second ridge.

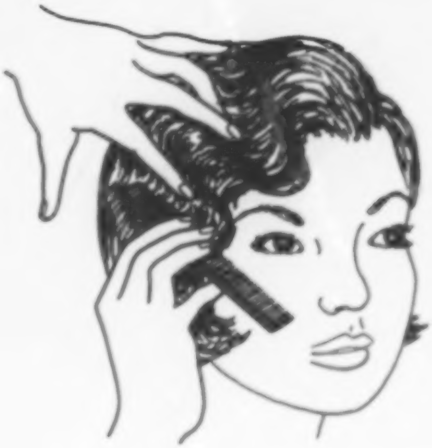
33. Complete the second ridge back to the end of the side part. (Figure 14)

FIGURE 14



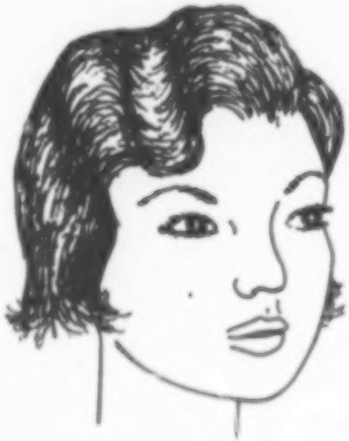
34. Begin third ridge at the open end on the hairline. (Figure 15)

FIGURE 15



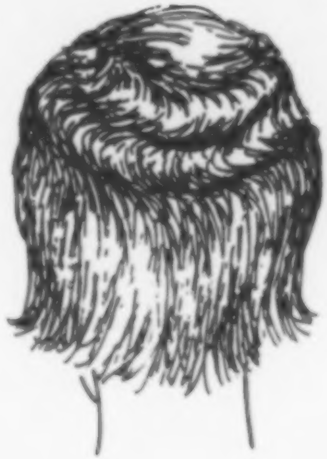
35. Continue the third ridge around crown area to the opposite hairline. (Figure 16)

FIGURE 16



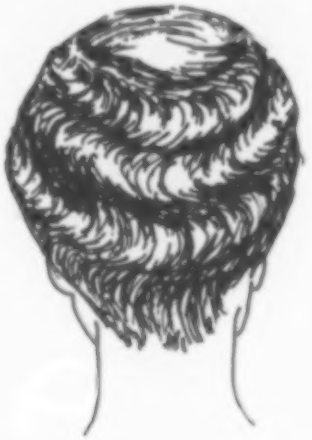
36. Complete fingerwave formation, continuing in back and forth manner from hairline to hairline. (Figure 17)

FIGURE 17



37. Mold ends of the hair into a wave or complete the style using pincurls. (Figure 18)

FIGURE 18



38. Dry hairstyle.

    NOTE: A net should be carefully placed over fingerwaved hair before drying.

39. Sanitize work area, implements, equipment, and hands.

40. Have instructor evaluate your work.

PRACTICAL TEST 1

FINGERWAVING

VI

JOB SHEET 1

Perform a horizontal fingerwave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet hair	___	___
4. Combed out tangles	___	___
5. Located natural growth	___	___
6. Applied waving lotion	___	___
7. Made side part	___	___
8. Formed shallow shaping	___	___
9. Made first ridge	___	___
10. Continued procedure down side of head forming a horizontal wave	___	___
11. Dried hair	___	___

	Yes	No
12. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed horizontal wave	4	3	2	1
Fingerwaved all the way to the scalp	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY	4	**Skilled** - Can perform job with no additional training
	3	**Moderately Skilled** - Has performed job during training program; limited additional training may be required
	2	**Limited Skill** - Has performed job during training program; additional training is required to develop skill
	1	**Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Perform a vertical fingerwave.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet hair	___	___
4. Combed out tangles	___	___
5. Located natural growth	___	___
6. Applied waving lotion	___	___
7. Made side part	___	___
8. Formed shallow shaping	___	___
9. Made first ridge and wave	___	___
10. Continued procedure across head forming a vertical wave	___	___
11. Dried hair	___	___

	Yes	No
12. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed vertical wave	4	3	2	1
Fingerwaved all the way to the scalp	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

FINGERWAVING

VI

JOB SHEET 3

Perform a full-head fingerwave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet hair	___	___
4. Combed out tangles	___	___
5. Located natural growth	___	___
6. Applied waving lotion	___	___
7. Made side part	___	___
8. Began fingerwave on the top of the head and on the heavy side of the part	___	___
9. Formed shallow shaping	___	___
10. Made first ridge	___	___
11. Formed shaping under first ridge	___	___

	Yes	No
12. Continued fingerwave procedure, continuing in back and forth manner from hairline to hairline	___	___
13. Molded ends of hair into wave or completed style using pincurls	___	___
14. Dried hair	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed full head fingerwave	4	3	2	1
Fingerwaved all the way to the scalp	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

FINGERWAVING VI

Name ______________________________ Score ________

OBJECTIVE 1

Match terms associated with fingerwaving to their correct definitions. Write the correct letters in the blanks.

___ 1. Series of hair shapings connected by ridges and alternating parallel semi-circles

___ 2. Shaping hair into a design such as a semi-circle

___ 3. Slight wave pattern

___ 4. Direction of the hair as it grows from the scalp

___ 5. Two shapings connected by a raised area

___ 6. Natural shape or direction of hair growth

___ 7. Combing the hair too far from the growth pattern when making a shaping

___ 8. Not enough direction or shaping combed into the hair

___ 9. Semicircular area of a wave located between two ridges

___10. Keeps hair in place during the fingerwaving procedure

___11. Hair between two parallel wave ridges

___12. Equal or even in design

a. base direction

b. fingerwave

c. molding

d. natural growth

e. overdirecting

f. ridge

g. shallow wave

h. trough

i. underdirecting

j. uniform

k. wave trough

l. waving lotion

May be photocopied for student use.

OBJECTIVE 2 **List in order fingerwaving procedures.** Write your answers in the space provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

NOTE: Objectives 3-5 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

FINGERWAVING

VI

OBJECTIVE 1

1. b
2. c
3. g
4. a
5. f
6. d
7. e
8. i
9. h
10. l
11. k
12. j

OBJECTIVE 2

1. Locate natural hair growth before beginning fingerwave.
2. Avoid excessive use of waving solution.
3. Begin fingerwave on heavy side of head when using a side part.
4. Fingerwave a small amount of hair at a time.
5. Fingerwave the hair all the way to the scalp.
6. Begin a fingerwave with a shaping.
7. Make sure the teeth of the comb are all the way to the scalp while fingerwaving.
8. Place a hairnet over the hair to protect the wave while drying.
9. Dry hair completely before combing.

OBJECTIVE SHEET

PIN CURLING

VII

INTRODUCTION

The foundation of any hair style is the shaping. Pin curling is the continuation of that foundation. There is no limit to the number of hair styles that can be created with pin curls.

UNIT OBJECTIVE

After completing this unit, the student will be able to describe and demonstrate pin curl techniques. The student will show these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with pin curling to their correct definitions.
2. Describe the three main parts of a pin curl.
3. Describe various stems.
4. Describe various bases.
5. Define open and closed centers.
6. Identify open and closed ends.
7. Draw clockwise and counter-clockwise pin curls.
8. State how to select between a single- and double-prong clip.
9. Sculpt stand-up pin curls with arc, triangle, and rectangle bases. (Job Sheet 1)
10. Sculpt no-stem pin curls with square, triangle, and rectangle bases. (Job Sheet 2)
11. Sculpt half-stem pin curls with triangle and arc bases. (Job Sheet 3)
12. Sculpt full-stem pin curls with arc bases. (Job Sheet 4)

PIN CURLING

PREPARATION

- Review instructional outline for this unit. Modify the frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - — Invite a state board inspector to discuss pin curling techniques.
  - — Invite a licensed cosmetologist to discuss styles that require pin curls.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.

  — See suggested resources and unit references.
- Make transparencies from transparency masters.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with pin curling to their correct definitions.

- Discuss terms and definitions with the students to introduce them to the unit.
- Add additional terms to the list as necessary.

Objective 2: Describe the three main parts of a pin curl.

- Use Transparency Master 1 to show the parts of a pin curl.

Objective 3: Describe various stems.

- Use Transparency Master 2 to demonstrate pin curl stems.

Objective 4: Describe various bases.

- Use Transparency Masters 3 and 4 to show different types of curls and bases.

Objective 5: Define open and closed centers.
Objective 6: Identify open and closed ends.

- Show students pre-styled mannequins that were styled using open and closed centers and ends.

- Have a "hair show" for students and use them as models.

Objective 7: Draw clockwise and counter-clockwise pin curls.

- Let students practice clockwise and counter-clockwise pin curls on mannequins or on each other.

Objective 8: State how to select between a single- and double-prong clip.

- Use Transparency Master 5 to show the different types of clips.

APPLICATION

Objective 9: Sculpt stand-up pin curls with arc, triangle, and rectangle bases.
Objective 10: Sculpt no-stem pin curls with square, triangle, and rectangle bases.
Objective 11: Sculpt half-stem pin curls with triangle and arc bases.
Objective 12: Sculpt full-stem pin curls with arc bases.

- Demonstrate and review job sheets.

- Have students complete Job Sheets 1-4.

- Have students work on mannequins or on each other.

EVALUATION

Pretest

- Give written test as pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify material in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.

- Complete appropriate section of competency profiles.

- Reteach and reevaluate if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- PEP (Professional Education Products) Cosmetology Video Education Series

  The PEP Series is a comprehensive cosmetology instructional video package. The series is only available as a set, in VHS format only. Each video is 15 minutes long.

Program 17 *Hairstyling-Shapings and Pincurls* includes pincurls in a C shaping and in a skip wave; how to fingerwave — a side part is used; ends are finished in pincurls.

Program 18 *Hairstyling—Shapings and Pincurls* includes stems of curls, brush wave, clippie curls at the hairline; also barrel curls and pincurls in a forward and reverse shaping at the back of the head.

NOTE: The above videos are available to Oklahoma instructors on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Media Resource Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

Out-of-state instructors may order direct from Milady Publishing Company, P.O. Box 12519, Albany, NY 12212.

Print Media

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

UNIT REFERENCES

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

OBJECTIVE 1

Match terms associated with pin curling to their correct definitions.

- **arc** — last half or movement of a shaping
- **base direction** — movement of hair from scalp which makes up the first half of a shaping
- **clockwise** — moving in the same direction as the hands of a clock
- **counter-clockwise** — moving in the opposite direction as the hands of a clock
- **diagonal** — at an angle from the vertical; from angle to angle
- **hair direction** — flow of entire hair strand in comb-out
- **horizontal** — straight lines from side to side
- **mobility** — movement; amount of tightness or firmness allowed by stems of pin curls
- **parallel** — extending in same direction but never meeting
- **pick-up line** — parting made by the comb when sectioning for a pin curl
- **ribboning** — combing hair in a circular manner to complete a curl and causing the bonds to temporarily create a better circular form

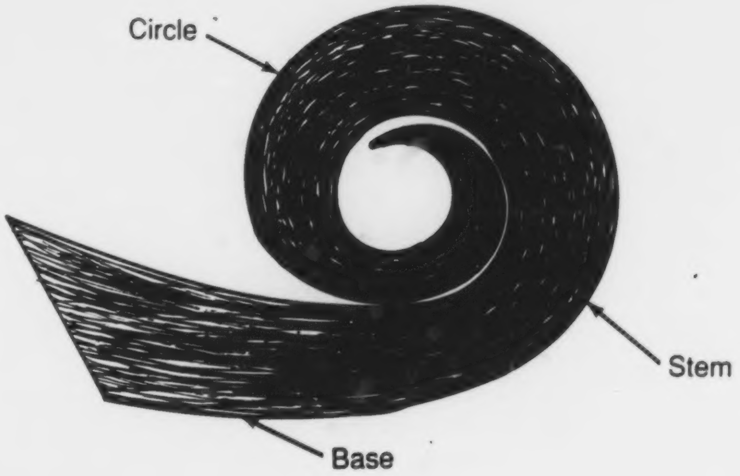
  NOTE: The ribboning effect on the hair is much like drawing the edge of scissors against a piece of wrapping ribbon.
- **sculpture curl** — another name for a pin curl; pin curl carved from shaping
- **semicircle** — arc extending half of 360° (degrees)
- **slice** — removing a section of hair from a shaping for making a pin curl

- **staggered** — bricklaying method; uneven rows; not in a straight line
- **vertical** — line moving in an up and down direction
- **volume** — lift or height created in hairstyle

OBJECTIVE 2

Describe the three main parts of a pin curl.

- **base** — area attached to scalp; determines movement and direction of the curl and forms the foundation for the curl
- **stem** — joins scalp area to the curl; determines strength and mobility of the curl
- **circle** — forms the actual curl; determines how tight the curl will be



OBJECTIVE 3

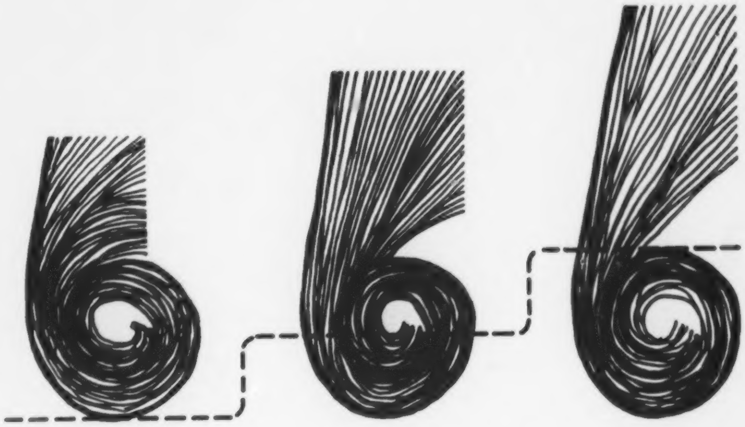
Describe various stems.

The stem of the curl determines the amount of movement or mobility in the curl. There are three classifications of stems:

- The **no-stem** curl sits directly on the base of the curl and is the tightest curl. It offers the least mobility of all stem types.

- The **half-stem** curl sits half on and half off the base of the curl. This stem produces some mobility and tightness of curl.

- The **full-stem** curl sits off the curl base. This curl is loose and has the most mobility.



No-Stem Half-Stem Full-Stem

OBJECTIVE 4

Describe various bases.

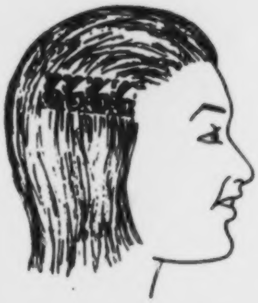
- **arc ("C" shaping) base** — shaped like a "C"; may be used in any area; also known as half moon

- **rectangle base** — produces a smooth, uplifting effect; usually used on sides and front

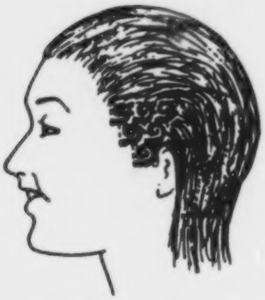
- **square base** — brick lay or staggered; produces even waves with long-lasting results; may be used anywhere

  NOTE: Overlap all pin curls for better results.

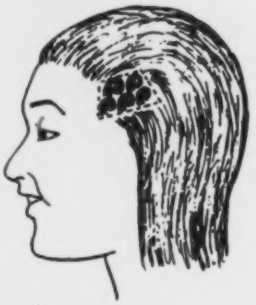
- **triangle base** — usually used around front hairline to prevent breaks or splits in the hairstyle



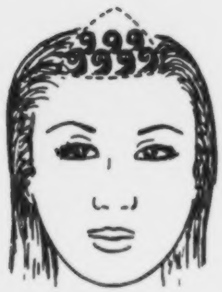
Rectangle Base



Square Base



Arc ("C" shaping) Base



Triangle Base

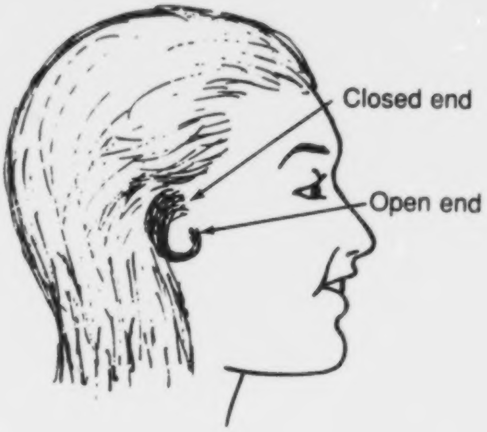
OBJECTIVE 5 **Define open and closed centers.**

- **Open centers** provide even and smooth curls. The center of the curl is open and produces a looser wave.
- **Closed centers** have a tight or closed center and are recommended for fine hair. Closed centers work well when a fluffy comb-out or a tight curl or wave is desired.

OBJECTIVE 6 **Identify open and closed ends.**

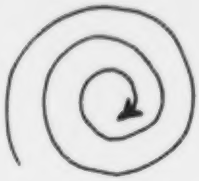
- **open end** — inside portion of the "C"; where you begin

- **closed end** — outside portion of the "C"; smooth, where you end

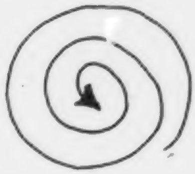


OBJECTIVE 7 **Draw clockwise and counter-clockwise pin curls.**

- **Clockwise curls** are rolled in the same direction as the movement of the hands of a clock.



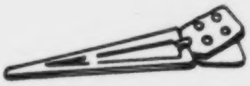
- **Counter-clockwise curls** are rolled in the direction opposite the movement of the hands of a clock.



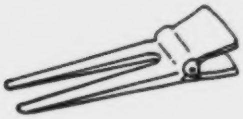
OBJECTIVE 8

State how to select between a single- and double-prong clip.

- **Single-prong clips** are usually used on light-density hair to prevent a crease in the hair when it is properly anchored.
- **Double-prong clips** are used on heavy-density hair or large partings for more security and firm hold.

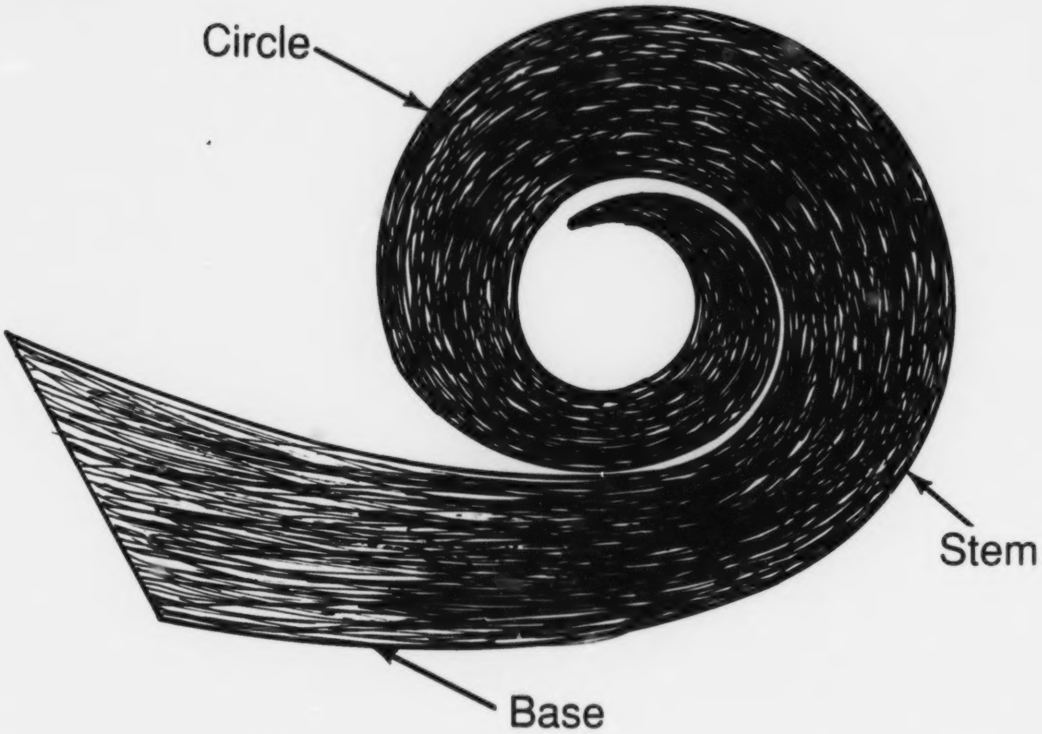


Single Prong Clip

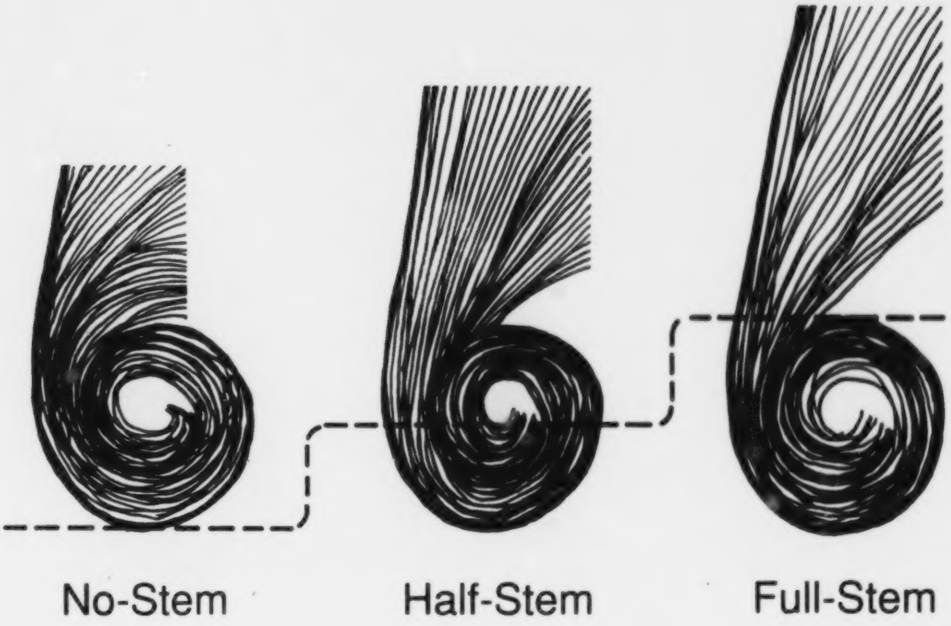


Double Prong Clip

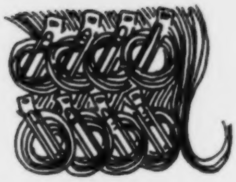
Parts of a Pin Curl


Circle
Stem
Base

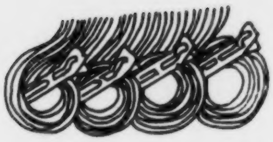
Pin Curl Stems


No-Stem
Half-Stem
Full-Stem

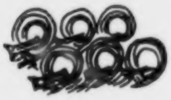
Types of Pin Curls



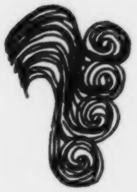
Sculpture



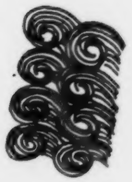
Flare



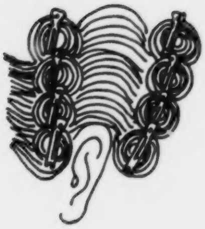
Stand-Up



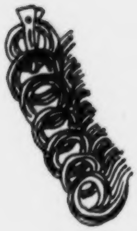
Ridge



Curved or
C-Base



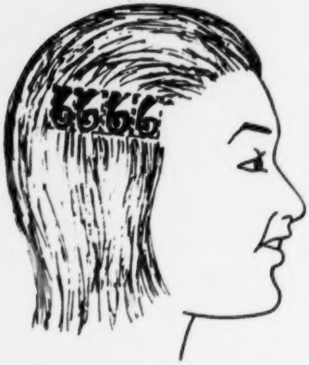
Skip Wave

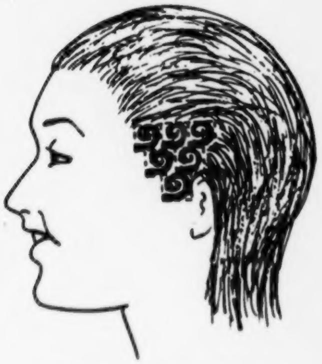


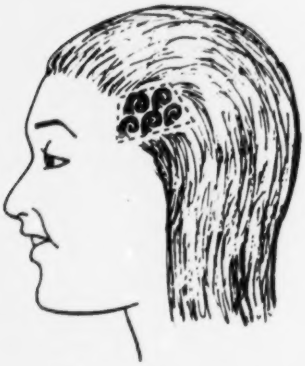
Fill-In

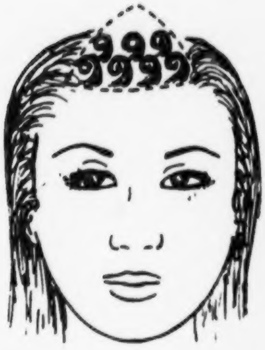
TM 4

Bases Used in Forming a Pin Curl

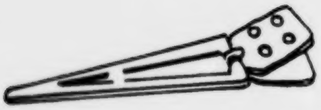

Rectangle Base


Square Base

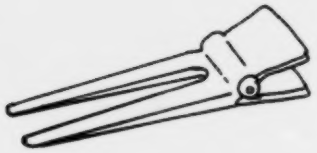

Arc ("C" shaping) Base


Triangle Base

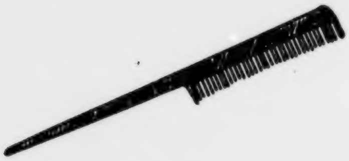
Implements Used to Form a Pin Curl



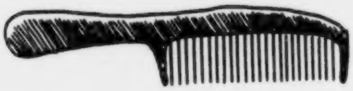
Single Prong Clip



Double Prong Clip



Rattail Comb



Detangle Comb

JOB SHEETS 1-4

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING

  - Following written instructions
  - Using content area vocabulary

  EMPLOYABILITY

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.

- Review the entire procedure.
- Team them with proficient students or professionals to practice the procedure.

- If students have difficulty developing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

JOB SHEET 1 PIN CURLING VII

OBJECTIVE 9

Sculpt stand-up pin curls with arc, triangle, and rectangle bases.

INTRODUCTION

When sculpting stand-up pin curls, the desired goal is to have correct, uniform pin curls that stand up on proper base.

IMPLEMENTS AND EQUIPMENT

- Clips
- Towels
- Rattail comb
- Mannequin (one-length cut)
- Water bottle

SUPPLIES

- Gel
- Cotton balls

PROCEDURE

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin.
4. Place gel in mannequin's hair.
5. Comb hair.
6. Using horizontal "C" shaping (arc base), sculpt stand-up pin curls in top section.
7. Use the ribboning technique on all pin curls for tension.

   NOTE: See your instructor for demonstration of this technique.
8. Anchor pin curls properly.
9. Using a triangular base, sculpt stand-up pin curls in both side sections.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

10. Using a rectangle base, sculpt stand-up pin curls in crown and nape sections.

    NOTE: Place cotton balls in center of pin curls to keep form before drying.

11. Have instructor evaluate your work.

12. Remove clips from mannequin.

13. Shampoo mannequin.

14. Sanitize work area, implements, equipment, and hands. .

JOB SHEET 2

PIN CURLING

VII

OBJECTIVE 10

Sculpt no-stem pin curls with square, triangle, and rectangle bases.

INTRODUCTION

When sculpting no-stem pin curls, the desired goal is to have uniform curls with the circle, sitting on the proper base, above pick-up line, and properly anchored.

IMPLEMENTS AND EQUIPMENT

- Clips
- Rattail comb
- Towels
- Mannequin (basic cut)
- Water bottle

SUPPLIES

- Gel

PROCEDURE

Functional Reading Skills

- Follow written instructions
- Use content area vocabulary

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin.
4. Place gel in hair.
5. Comb hair.
6. Using a triangle base, sculpt no-stem pin curls in top section. (Slice horizontally.) Place all pin curls counter-clockwise.
7. Use the ribboning technique on all pin curls for tension.
8. Anchor pin curls properly.
9. Using a rectangle base, sculpt no-stem pin curls on side sections. Slice horizontally on the left side, place curls counter-clockwise and on the right side, place curls clockwise.

10. Using a square base, sculpt no-stem pin curls in the crown and nape area. Slice horizontally and form pin curls counterclockwise. Always brick lay (stagger) the rows.

11. Have instructor evaluate your work.

12. Remove clips from mannequin.

13. Shampoo mannequin.

14. Sanitize work area, implements, equipment, and hands.

JOB SHEET 3 PIN CURLING VII

OBJECTIVE 11

Sculpt half-stem pin curls with triangle and arc bases.

INTRODUCTION

When sculpting half-stem pin curls, the desired goal is to have uniform curls and the circle sitting half above and half below the pick-up line and properly anchored.

IMPLEMENTS AND EQUIPMENT

- Clips
- Rattail combs
- Mannequin (basic cut)
- Towels
- Water bottle

SUPPLIES

- Gels

PROCEDURE

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin.
4. Place gel in hair.
5. Comb hair.
6. Using a triangle base, sculpt half-stem, clockwise pin curls on top section. (Slice horizontally.)
7. Use the ribboning technique on all pin curls for tension.
8. Anchor pin curls properly.
9. Using "C" shaping (arc base), sculpt half-stem pin curls on side sections. Slice diagonally and form curls on the left side clockwise. Form right side curls counter-clockwise.

   NOTE: Put "C" shaping in diagonally.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

10. Using "C" shapings (arc base), sculpt half-stem pin curls on entire back section. Place curls for a french twist style. Roll left side counter-clockwise and the right side clockwise.

    NOTE: The circle will sit above base instead of below.

11. Have instructor evaluate your work.

12. Remove clips from mannequin.

13. Shampoo mannequin.

14. Sanitize work area, implements, equipment, and hands.

JOB SHEET 4

PIN CURLING

VII

OBJECTIVE 12

Sculpt full-stem pin curls with arc bases.

INTRODUCTION

When sculpting full-stem pin curls, the desired goal is to have curls properly anchored and the circle sitting below the pick up line.

IMPLEMENTS AND EQUIPMENT

- Towels
- Clips
- Rattail comb
- Mannequin (basic cut)
- Water bottle

SUPPLIES

- Gel

PROCEDURE

1. Sanitize hands.
2. Drape mannequin.
3. Wet mannequin.
4. Place gel on hair.
5. Comb hair.
6. Using "C" shapings (arc base), sculpt full-stem pin curls on top section, alternating directions per row; first row to be counter-clockwise on each side.
7. Use the ribboning technique on all pin curls for tension.
8. Anchor pin curls properly.
9. On side sections, use "C" shapings and sculpt full-stem pin curls. Alternate directions per row; first row to be clockwise on each side.
10. On crown and nape area, use "C" shapings (arc base) to sculpt full-stem pin curls. Place all curls clockwise.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

11. Have instructor check evaluate work.
12. Remove clips from mannequin.
13. Shampoo mannequin.
14. Sanitize work area, implements, equipment, and hands.

JOB SHEET 1

Sculpt stand-up pin curls with arc, triangle, and rectangle bases.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet mannequin	___	___
4. Placed gel in hair	___	___
5. Combed hair	___	___
6. Sculpted top using horizontal "C" shaping	___	___
7. Sculpted stand-up pin curls	___	___
8. Ribboned with tension	___	___
9. Anchored curls properly	___	___
10. Used a triangular base	___	___
11. Sculpted stand-up pin curls in both side sections	___	___

	Yes	No
12. Used a rectangle base		
13. Sculpted stand-up pin curls in crown and nape sections	___	___
14. Removed clips	___	___
15. Shampooed mannequin	___	___
16. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Properly prepared hair	4	3	2	1
Sculpted stand-up curls	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Sculpt no-stem pin curls with square, triangle, and rectangle bases.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet mannequin	___	___
4. Placed gel in hair	___	___
5. Combed hair	___	___
6. Sculpted no-stem pin curls in top section using a triangle base	___	___
7. Placed pin curls counter-clockwise	___	___
8. Ribboned with tension	___	___
9. Anchored curls properly	___	___
10. Sculpted no-stem pin curls using a rectangle base	___	___

	Yes	No
11. Rolled left side counter-clockwise and right side clockwise	___	___
12. Sculpted no-stem pin curls in the crown and nape area using a square base	___	___
13. Formed curls counter-clockwise	___	___
14. Staggered (brick lay method) rows	___	___
15. Removed clips	___	___
16. Shampooed mannequin	___	___
17. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Properly prepared hair	4	3	2	1
Sculpted no-stem pin curls	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3 — PIN CURLING — VII

JOB SHEET 3

Sculpt half-stem pin curls with triangle and arc bases.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet mannequin	___	___
4. Placed gel in hair	___	___
5. Combed hair	___	___
6. Sculpted half-stem pin curls on top using a triangle base.	___	___
7. Formed clockwise curls	___	___
8. Ribboned with tension	___	___
9. Anchored curls properly	___	___
10. Sculpted half-stem pin curls on sides using a "C" shaping (arc base)	___	___

	Yes	No
11. Formed clockwise curls on left side	___	___
12. Formed counter-clockwise curls on right side	___	___
13. Sculpted half-stem pin curls on back section using a "C" shaping (arc base)	___	___
14. Placed curls for a french twist style	___	___
15. Formed clockwise curls on right side of back	___	___
16. Formed counter-clockwise curls on left side of back	___	___
17. Removed clips	___	___
18. Shampooed mannequin	___	___
19. Sanitized work area, implements, equipment and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Properly prepared hair	4	3	2	1
Sculpted half-stem pin curls	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

PIN CURLING

VII

JOB SHEET 4

Sculpt full-stem pin curls with arc bases.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Wet mannequin	___	___
4. Placed gel in hair	___	___
5. Combed hair	___	___
6. Sculpted full-stem pin curls on top using "C" shapings (arc base)	___	___
7. Alternated directions per row (first row counter-clockwise)	___	___
8. Ribboned with tension	___	___
9. Anchored curls properly	___	___
10. Sculpted full-stem curls on sides using "C" shapings (arc base)	___	___

		Yes	No
11.	Alternated directions per row (first row clockwise on each side)	___	___
12.	Sculpted full-stem curls on crown and nape area using "C" shapings (arc base)	___	___
13.	Placed nape and crown curls clockwise	___	___
14.	Removed clips	___	___
15.	Shampooed mannequin	___	___
16.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Properly prepared hair	4	3	2	1
Sculpted full-stem pin curls	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

PIN CURLING

VII

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with pin curling to their correct definitions. Write the correct letters in the blanks.

Part I

___ 1. Last half or movement of a shaping

___ 2. Moving in the same direction as the hands of a clock

___ 3. At an angle from the vertical; from angle to angle

___ 4. Removing a section of hair from a shaping for making a pin curl

___ 5. Combing hair in a circular manner to complete a curl and causing the bonds to temporarily create a better circular form

___ 6. Another name for a pin curl; pin curl carved from shaping

___ 7. Extending in same direction but never meeting

___ 8. Line moving in an up and down direction

___ 9. Straight lines from side to side

a. arc

b. base direction

c. clockwise

d. counter-clockwise

e. diagonal

f. hair direction

g. horizontal

h. mobility

i. parallel

j. pick-up line

k. ribboning

l. sculpture curl

m. semicircle

n. slice

o. staggered

p. vertical

q. volume

May be photocopied for student use.

Part II

___ 1. Moving in the opposite direction as the hands of a clock

___ 2. Lift or height created in hairstyling

___ 3. Movement; amount of tightness or firmness allowed by stems of pin curls

___ 4. Movement of hair from scalp which makes up the first half of a shaping

___ 5. Flow of entire hair strand in comb-out

___ 6. Parting made by comb when sectioning for a pin curl

___ 7. Arc extending half of 360 (degrees)

___ 8. Bricklaying method; uneven rows; not in a straight line

a. arc
b. base direction
c. clockwise
d. counter-clockwise
e. diagonal
f. hair direction
g. horizontal
h. mobility
i. parallel
j. pick-up line
k. ribboning
l. sculpture curl
m. semicircle
n. slice
o. staggered
p. vertical
q. volume

OBJECTIVE 2

Describe the three main parts of a pin curl. Write your answers in the spaces provided.

base ____

____

May be photocopied for student use.

stem ______________________________

____

circle ______________________________

____

OBJECTIVE 3

Describe various stems. Describe the three classifications of stems in the space below.

no-stem ______________________________

____

half-stem ______________________________

____

full-stem ______________________________

____

OBJECTIVE 4

Describe various bases. Write your answer in the space provided.

arc ("C" shaping) base ______________________________

____

rectangle base ______________________________

____

square base ______________________________

____

triangle base ______________________________

____

May be photocopied for student use.

OBJECTIVE 5

Define open and closed centers. Write your answer in the space provided.

Open centers ____

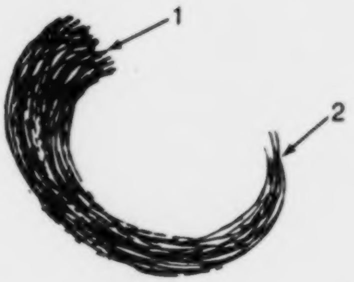
____

Closed centers ______________________________________

____

OBJECTIVE 6

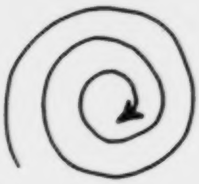
Identify open and closed ends. Write the correct type in the blank.

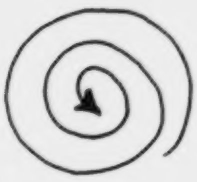


1. ________________ 2. ________________

OBJECTIVE 7

Draw clockwise and counter-clockwise pin curls. Write the correct type in the blank.





1. ________________ 2. ________________

May be photocopied for student use.

OBJECTIVE 8

State how to select between a single- and double-prong clip. Write your answer in the space provided.

____

____

____

____

NOTE: Objectives 9-12 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

PIN CURLING

OBJECTIVE 1

Part I

1. a
2. c
3. e
4. n
5. k
6. l
7. i
8. p
9. g

Part II

1. d
2. q
3. h
4. b
5. f
6. j
7. m
8. o

OBJECTIVE 2

- **base** — area attached to scalp; determines movement and direction of the curl and forms the foundation for the curl
- **stem** — joins scalp area to the curl; determines strength and mobility of the curl
- **circle** — forms the actual curl; determines how tight the curl will be

OBJECTIVE 3

- The **no-stem** curl sits directly on the base of the curl and is the tightest curl. It offers the least mobility of all stem types.
- The **half-stem** curl sits half on and half off the base of the curl. This stem produces some mobility and tightness of curl.
- The **full-stem** curl sits off the curl base. This curl is loose and has the most mobility.

OBJECTIVE 4

- **arc ("C" Shaping) base** — shaped like a "C"; may be used in any area; also known as half moon
- **rectangle base** — produces a smooth, uplifting effect; usually used on sides and front
- **square base** — brick lay or staggered; produces even waves with long-lasting results; may be used anywhere

- **triangle base** — usually used around front hairline to prevent breaks or splits in the hairstyle

OBJECTIVE 5

- **Open centers** provide even and smooth curls. The center of the curl is open and produces a looser wave.
- **Closed centers** have a tight or closed center and are recommended for fine hair. Closed centers work well when a fluffy comb-out or a tight curl or wave is desired

OBJECTIVE 6

1. closed end
2. open end

OBJECTIVE 7

1. clockwise
2. counter-clockwise

OBJECTIVE 8

- **Single-prong clips** are usually used on light-density hair to prevent a crease in the hair when it is properly anchored.
- **Double-prong clips** are used on heavy-density hair or large partings for more security and firm hold.

OBJECTIVE SHEET

WET SETTING

VIII

INTRODUCTION

Rollers are one of the basic implements of all professional cosmetologists. Used to design hairstyles, roller curling produces wave forms that can be styled into an almost limitless variety of designs.

Roller curls create the same effects as stand-up curls and are popular because they are quick, easy, and efficient. The mastery of rollers will provide you with more professional and versatile styling than most curling techniques.

UNIT OBJECTIVE

After completing this unit the student will be able to identify supplies and implements used in wet setting the hair with rollers. The student will be able to use the proper principles of roller placement to set the client's hair in rollers and comb the curls into a style. The student will also be able to identify and describe various roller techniques and principles, and various hairstyles achieved by using roller curls. The student will show these competencies by completing assignment sheets, job sheets, practical tests and written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with wet setting to their correct definitions.
2. Discuss implements and supplies associated with roller sets.
3. Match parts of a roller curl to their characteristics.
4. Identify basic wet setting styles.
5. List sanitary measures to observe during roller sets.
6. List rules to observe during roller sets.
7. Identify back panel roller setting techniques. (Assignment Sheet 1)

8. Place rollers on-base, half-base, and off-base to achieve volume and indentation. (Job Sheet 1)

9. Roll barrel curls. (Job Sheet 2)

10. Roll a half-bang, full-bang, and double-bang style. (Job Sheet 3)

11. Backcomb and backbrush. (Job Sheet 4)

12. Place rollers horizontally, under and up. (Job Sheet 5)

13. Place rollers vertically, forward and reverse. (Job Sheet 6)

14. Place rollers diagonally, forward and reverse. (Job Sheet 7)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a professional cosmetologist who specializes in wet setting to demonstrate wet setting techniques.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in wet setting.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with wet setting to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Discuss implements and supplies associated with roller sets.

- Prepare a demonstration table with implements, equipment, and supplies which will be used in this unit of instruction. Identify the items which the students will be using.
- Discuss the unit and its specific objectives.

- Explain terminology provided on the information sheet and the function of each item.

- Present Transparency Masters 1-3 on an overhead projector.

- Have students follow along with the transparency masters in their handbook.

Objective 3: Match parts of a roller curl to their characteristics.

- Present Transparency Master 4 and discuss material provided in the Information Sheet.

- Using a student as a model, demonstrate parts of a roller curl to the class.

Objective 4: Identify basic wet setting styles.

- Have students follow in their handbooks as you present the information on the Transparency Masters 5-9.

- Discuss these basic styles and ask students to compare them to current trends in hairstyling.

- Have students observe in public the basic styles presented here and report their observations in class.

- Have students bring old family photographs to class to help in discussing changing hairstyles.

- Encourage students to make notes in the margins and white space of their transparency masters. Instruct them to periodically review these materials as they will be required to demonstrate these styles in later job sheets. Distribute and discuss Supplements 1-2.

Objective 5: List sanitary measures to observe during roller sets.
Objective 6: List rules to observe during roller sets.

- Go over the lists with students and discuss in detail.

- Add to the lists from your own experiences.

APPLICATION

Objective 7: Identify back panel roller setting techniques.

- Present Transparency Master 10, and discuss roller placement techniques.
- Have students complete Assignment Sheet 1.

Objective 8: Place rollers on-base, half-base, and off-base to achieve volume and indentation.

- Demonstrate Job Sheet 1, then have the class pair up to complete the procedure.

Objective 9: Roll barrel curls.

- Have students use partners to complete Job Sheet 2.

Objective 10: Roll a half bang, full-bang, and double-bang style.

- Job Sheet 3 encompasses three separate tasks. The instructor may want to use more than one class period to cover this material. Instruct the students to become familiar with initial client procedures (steps 1-7 under heading HALF-BANG). Emphasize the fact that they will soon be responsible for performing these tasks without instruction.

Objective 11: Backcomb and backbrush.

- Demonstrate Job Sheet 4 before having students perform it. Break class into small groups in order to focus attention on the intricacies involved.
- Have students complete Job Sheet 4 using a fellow classmate as a model.

Objective 12: Place rollers horizontally, under and up.
Objective 13: Place rollers vertically, forward and reverse.
Objective 14: Place rollers diagonally, forward and reverse.

- Observe, critique, and discuss initial client procedures at the beginning of each class period in which the students are performing Job Sheets 5-7.

  NOTE: Initial client procedures can be found in this unit, Objective 10, Job Sheet 3, steps 1-7 under the heading HALF BANG.

- Review Transparency Masters 6-10 and instruct students to compare styles shown to procedures being taught in Job Sheets 5-7.
- Have students discuss the principle or procedure they are using as they demonstrate job sheets, i.e., what comb they are using and why; what roller base they have chosen and what effect it will produce.
- Engage student in active discussion of their progress to this point. Instruct them to start integrating learned objectives with their own creativity in planning and combining hairstyles.

  NOTE: Instructor may want to cover this material in more than one class period.
- Depending upon available time and size of class, have students demonstrate or observe as many settings and styles as possible.
- Have students complete Job Sheets 5-7.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Cosmetology: Preparation for Licensing.* Unit titled *Hair Shaping and Styling Review.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Filmstrips on video, 6 parts, 81 minutes).

UNIT REFERENCES

- Dalton, John. W. *The Professional Cosmetologist.* 3rd ed. West Publishing Company: St. Paul, MN, 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Company: Albany, NY, 1990.

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology,* 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

CURVATURE SETTING

INTRODUCTION

Curvature setting is a technique used to develop smooth, rounded lines with little or no separation. The pivot point is the center from which the hair is parted and around which the hair movement flows. This design forms a circular or semicircular movement. Tapered rollers are the most appropriate type for this technique and create a tight curve.

DIRECTIONS

Follow basic procedure for wetting hair and roller setting.

IMPLEMENTS AND EQUIPMENT

- Combs
- Clips
- Pins
- Tapered rollers

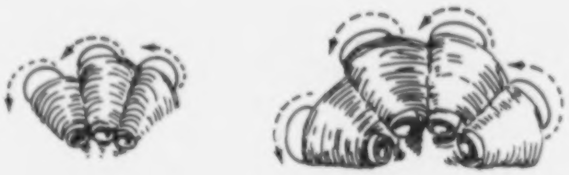
SUPPLIES

- Setting lotion

PROCEDURE

1. The size of the roller is determined by the texture of the hair. Smaller rollers for fine hair; larger rollers for coarse hair. Tightness and looseness of comb-out is also affected by roller size. (Figure 1)

FIGURE 1



2. Section hair into an arched panel.

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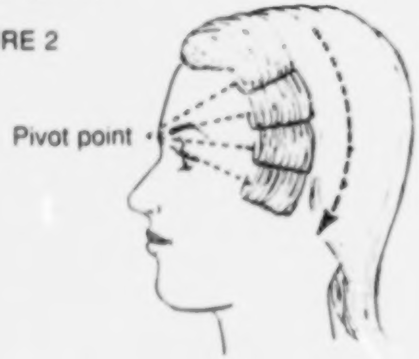
3. Position yourself to the convex side of the panel and locate the pivot point in the midsection of an imaginary semi-circle. (Figure 2)

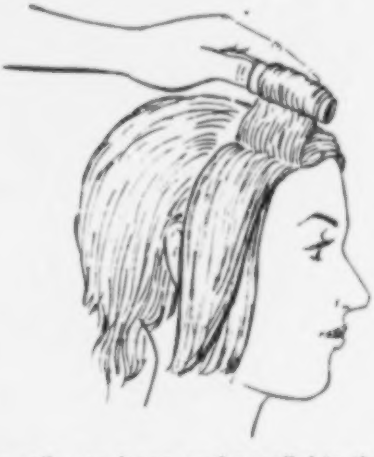
FIGURE 2



4. Section a subpanel of hair into a rectangle, and comb hair toward concave side.

5. Evenly place hair strand on appropriate side of roller and wind hair onto the roller. (Figure 3)

FIGURE 3



6. Position roller on base and parallel to the parting.

7. Clip the roller securely to the roller base on the concave side of the subpanel.

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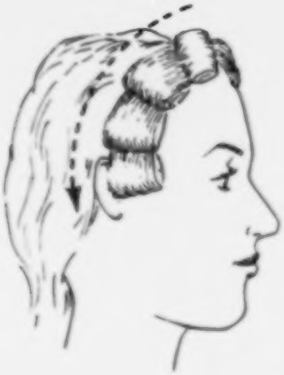
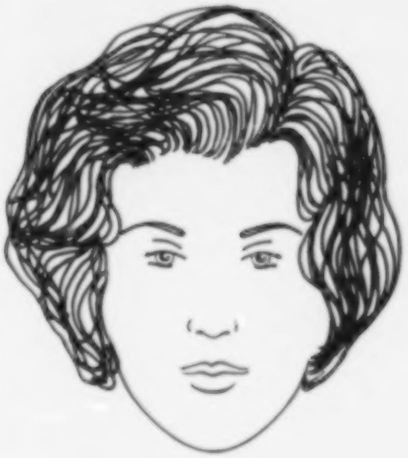
8. Continue until all subpanels are completed. (Figure 4)

FIGURE 4



9. Allow to dry. Comb out into style. (Figure 5)

FIGURE 5



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OBJECTIVE 1

Match terms associated with wet setting to their correct definitions.

- **base** — hair strand attached to the scalp
- **circumference** — distance around the perimeter or outside of a circle
- **clockwise** — moving in the same direction as the hands of a clock
- **conoid** — conical or cone shaped

  EXAMPLE: Tapered roller
- **counter-clockwise** — moving in the opposite direction as the hands of a clock
- **curvature** — semi-circular or circular movement
- **cylindrical/cylinder** — having a round shape

  EXAMPLE: Roller
- **diameter** — distance across a circular object
- **direction** — circular movement of hair shaft after being rolled
- **indentation** — curved or hollow valley in a hairstyle
- **line** — wave, curl, or straight movement in hairstyle
- **magnetic roller** — type of roller that causes wet hair to cling to the roller
- **mobility** — amount of movement possible in a curl
- **pickup line** — parting made when hair is sliced out to place on a roller
- **set** — hair that is designed by pin curling or roller setting while in a wet state

- **side panel** — hair on the left and right sides of the head, sectioned off during basic parting of the hair
- **slice** — movement made when parting hair for roller placement
- **stem** — portion of hair strand from the base to the first arc of a rolled curl
- **style** — design combed into hair after drying
- **top panel** — hair on the top and crown of the head, parted off during basic sectioning of the hair
- **volume** — lift or height area created in the hairstyle

OBJECTIVE 2 **Discuss implements and supplies associated with roller sets.**

Brushes

- **comb-out or styling brush** — small, narrow brush made with synthetic bristles; used for backcombing, teasing, smoothing out, and styling hair
- **hairbrush** — brush used for removing tangles, brushing out a setting, or giving a scalp treatment; natural boar bristles are considered best

Combs

- **detangling comb** — used to comb out tangles in hair after shampoos or chemical treatments; widely spaced teeth make it useful in combing long, thick, or super-curly hair
- **multi-purpose comb** — seven-to-nine-inch comb with medium thick, widely spaced teeth on one end and fine, narrowly spaced teeth on the other end
- **rattail comb** — slim comb with fine teeth on one end and a tapered tail on the other end; used to part hair into sections for roller placement

- **styling comb** — seven-inch comb with a flat or rounded back and well-tapered teeth that slide easily through the hair reaching the scalp

- **teasing comb** — comb with beveled and/or serrated teeth; control and manageability of hair; used to tease or backcomb hair into a bouffant style

Clips

- **double-prong** — medium sized; holds pin curls and small rollers in place

- **duckbill** — holds large rollers in place; entire clip fits inside the roller; heaviest type of clip

- **single-prong** — holds small pin curls and stand-up curls; used on fine or thin hair

Pins

- **bobby pin** — flat wire pin with smooth or crimped prongs that press firmly together; used to hold hair strands firmly in place; smooth pronged pins are best for pinning rollers and curls; crimped pins work well for pinning and controlling long hair

- **hairpin** — thin wire pins with double, wide-spread prongs; available in many sizes; used for control, dressing wet or dry hair, and for tacking hair into place; also known as french hairpins

- **roller pin** — long flat wire pin with smooth surfaces; used to secure rollers in place; usually not suitable for holding individual pin curls

Rollers

- **material** — nylon and plastic rollers are most commonly used by professionals; some are magnetic, causing wet hair to cling to them; nylon rollers are lighter and hold their shape longer, but can become stained by rinses; plastic rollers are heavier but may warp under continuous exposure to dryer heat; both nylon and plastic rollers have small ventilating holes that allow hair to dry more quickly

- **shape** — two basic shapes of rollers are cylindrical and conoid
    - **conoid** — conical shaped or tapered rollers produce a tight curvature movement; diameter of each end varies; available in a variety of diameters and lengths
    - **cylindrical** — same diameter at each end; used to create straight lines in a hairstyle; provides volume and indentation; used to produce loose curvature movement
- **size** — available in varied but standard diameters and lengths; diameter of a roller is the distance across the center of the roller end and determines the size of the curl produced; standard diameters range from ⅝" to 1½"; standard lengths vary from 1¼" to 2¾"; filler rollers are small rollers used in spots where a larger roller will not fit

Setting Preparations

- **setting lotions** — available in gel, liquid, and mousse form; used to condition the hair for easy response to setting techniques; gives styling control and produces a more resilient curl; many contain wetting agents, thickeners, and fortifiers
    - **gels** — used in wet settings; semisolid form can be used concentrated or diluted and requires a longer drying time
    - **liquids** — easy to apply and spread; available in thermal and non-thermal formulas; quick drying
    - **mousses** — easy to use aerosol foam; medium drying time; can be applied concentrated or sparingly
- **hairsprays** — used to spray set hair; applied before drying to produce crispness; used to hold hair during a comb-out and for a light net effect after styling; available in spray-pump bottles and in aerosol

WARNING: Many qualified persons believe that propellant gases (fluorocarbons) are damaging the earth's ozone layer, which protects the earth from the sun's radiation. Radiation causes cancer in human beings. Depletion of the ozone has also been linked to a global warming trend or greenhouse effect, whose consequences are not yet fully known.

OBJECTIVE 3

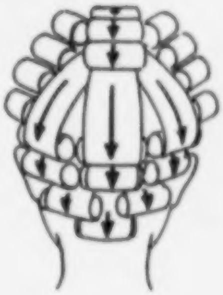
Match parts of a roller curl to their characteristics.

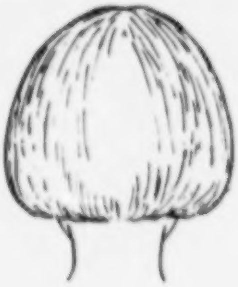
- **base** — stationary foundation of a curl, attached to the scalp; volume and strength of a wave depend on the placement of rollers in relation to the base
- **circle** — ends of the curl farthest from the scalp; completes the circle of the roller curl and determines strength or weakness of the finished curl; may also determine the width of the curl
- **line** — wave formations created by the number of turns a roller curl completes; curves, soft waves, and tight curls are the three basic wave formations
- **stem** — part of the curl between the base and the first turn of the circle; determines action, mobility, and direction of the curl

OBJECTIVE 4

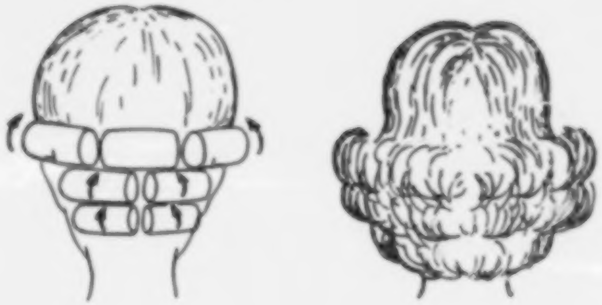
Identify basic wet setting styles.

- **Styling hair under**

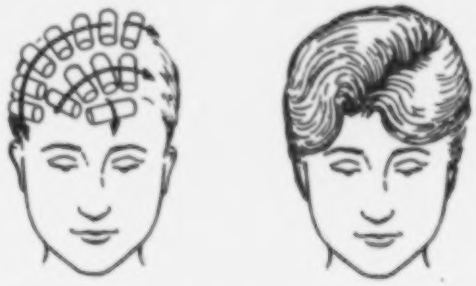




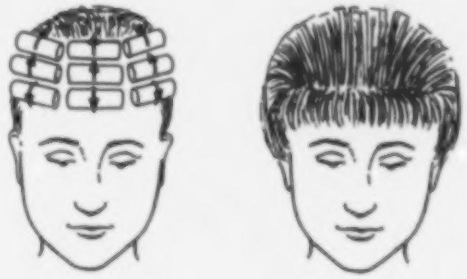
- **Styling a flip**



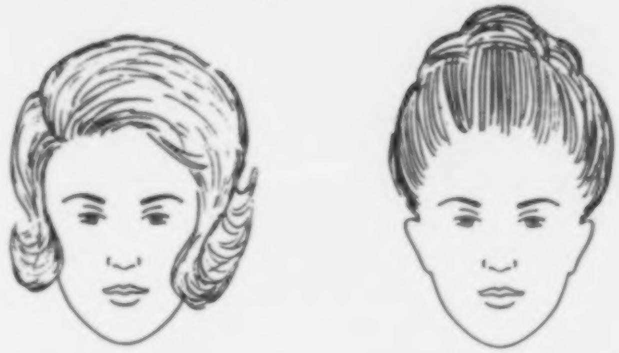
- **Styling with a half-bang**



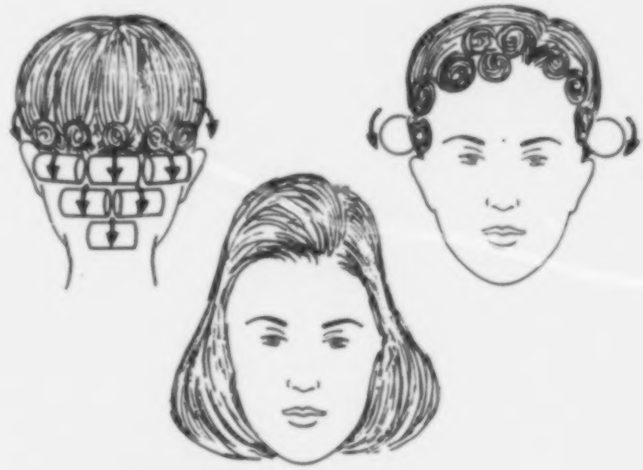
- **Styling with a full-bang**



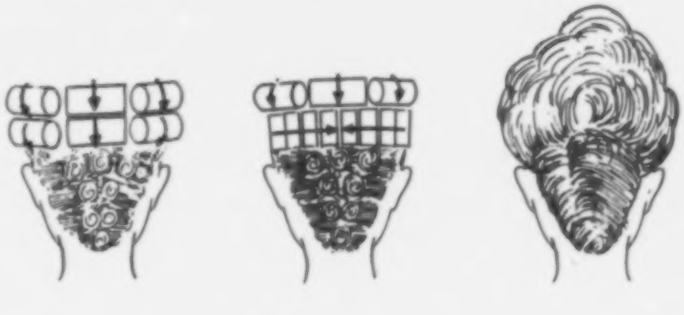
- **Styling without a bang**



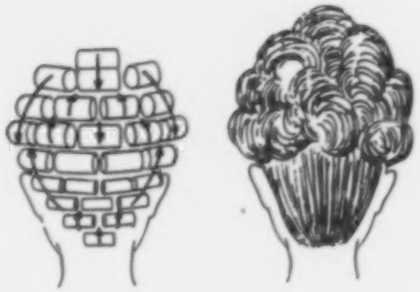
- **Styling a Page Boy**



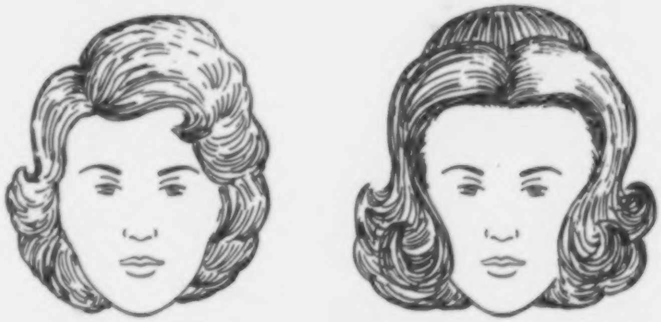
- **Styling a French Twist**



- **Styling a Gibson Girl**



- **Combination Styles**



NOTE: These styles should be studied, practiced, and reviewed throughout the instructional period dealing with "wet setting the hair with rollers." Mastery of these skills will enable you to select and preplan client hairstyles as required in the job sheets.

OBJECTIVE 5 **List sanitary measures to observe during roller sets.**

- Sanitize hands before and after each client.
- Use a clean towel for each client.
- Sanitize implements after each client.
- Do not use objects that are dropped on floor until they have been sanitized.

- Do not allow shampoo, rinse, or setting lotion to get into the client's eyes.
- Do not place implements in your mouth.

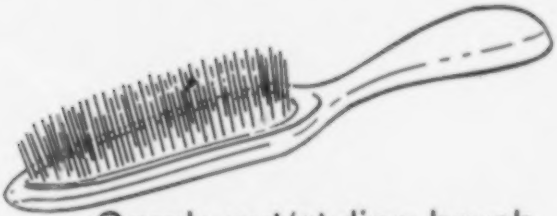
  EXAMPLE: Clips, comb

- Avoid placing implements in uniform pockets.
- Do not use brush rollers for sanitary reasons.

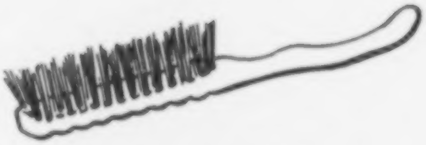
OBJECTIVE 6 **List rules to observe during roller sets.**

- Avoid placing clips on top of roller and hair to prevent creases while drying or doing wet setting.
- Comb hair smooth before placing on a roller.
- Keep hair wet during roller setting procedure.
- Avoid clipping rollers together.
- Select proper diameter and length of roller according to desired style, hair length, and hair texture.
- Preplan style.
- Part hair in the direction of the style desired, being sure to use proper bases and stems for volume or indentation.
- Clip rollers at back and through the base to insure a firm set.

Implements Used for Wet Setting

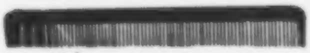


Comb-out/styling brush

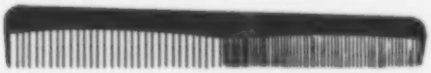


Hairbrush

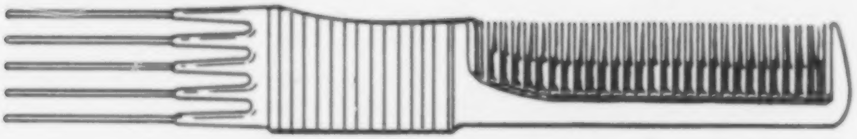
Brushes



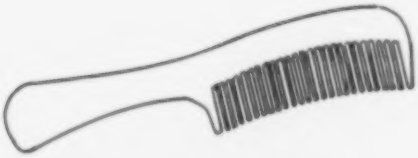
Styling comb



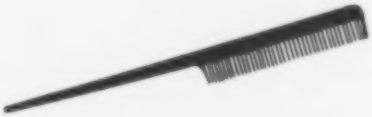
Multi-purpose comb



Teasing comb



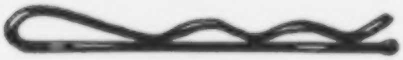
Detangling comb



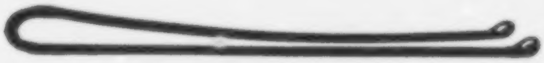
Rattail comb

Combs

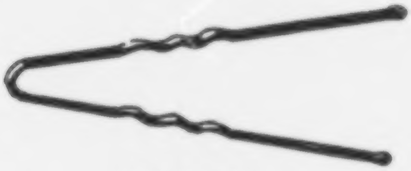
Implements Used for Wet Setting
(Continued)



Bobby pin



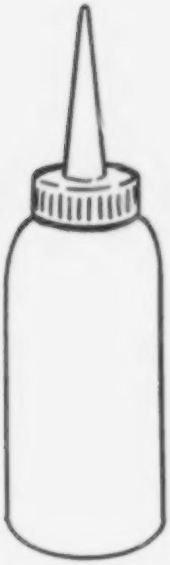
Roller pin

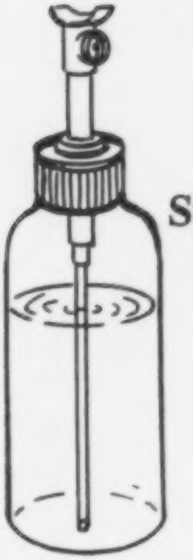


Hairpin

Pins

Spout bottle





Spray bottle

Implements for Wet Setting
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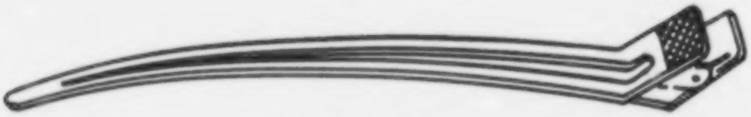
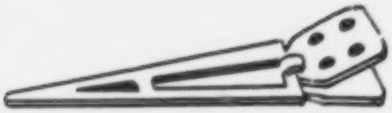
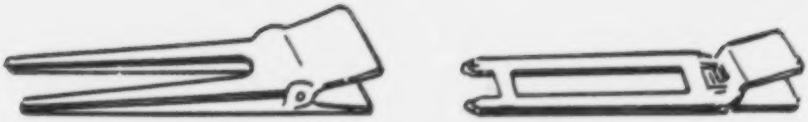


Duckbill



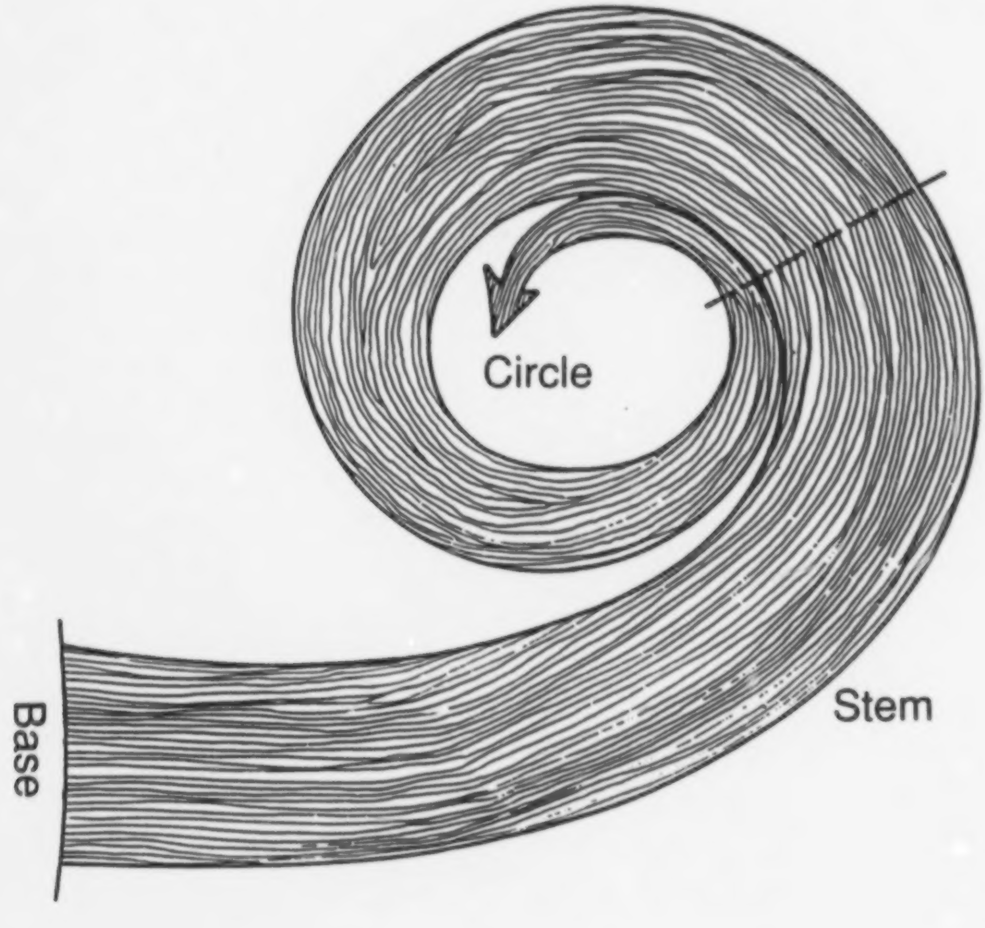
Single-prong



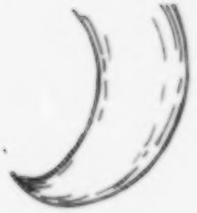
Double-prong

Clips

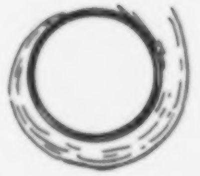
Parts of a Roller Curl


Circle
Stem
Base

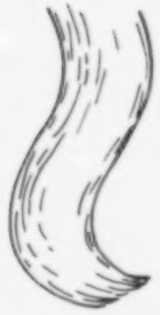
Basic Wave Formations



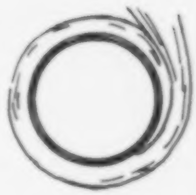
Curved



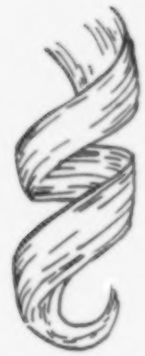
Less than 1 turn



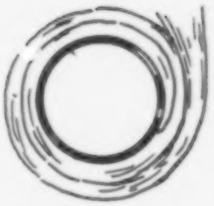
Soft wave



1½ to 2 turns



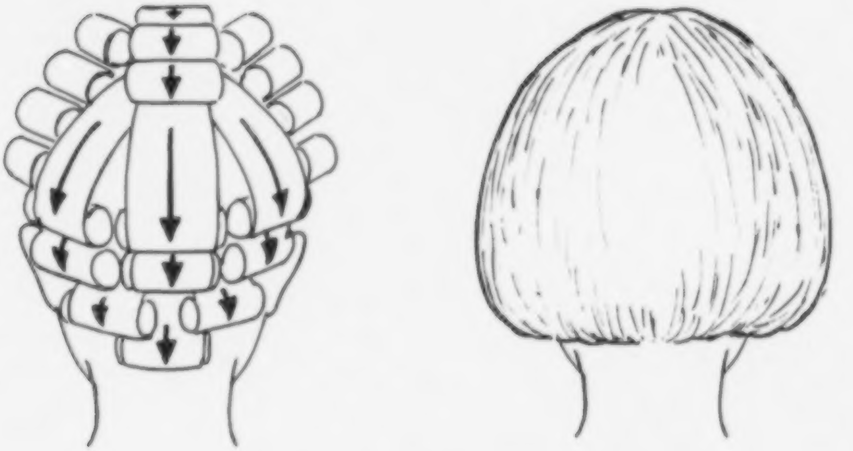
Curly



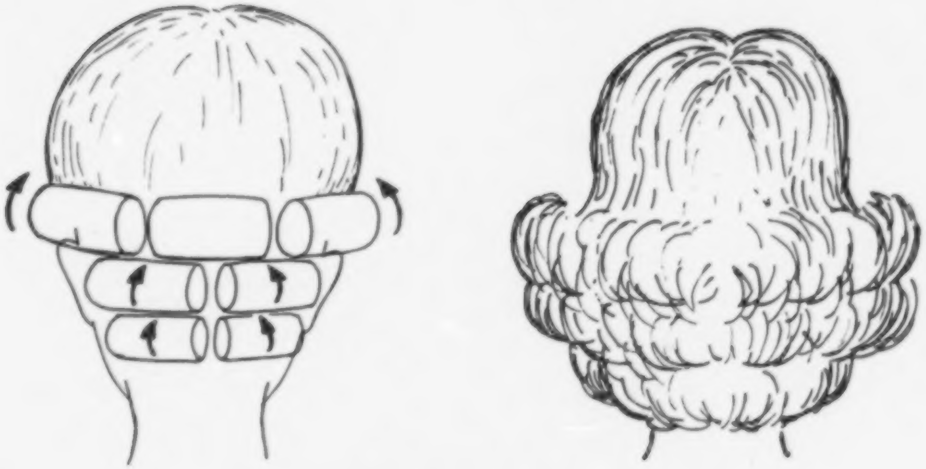
More than 2 turns

TM 6

Wet Setting Styles

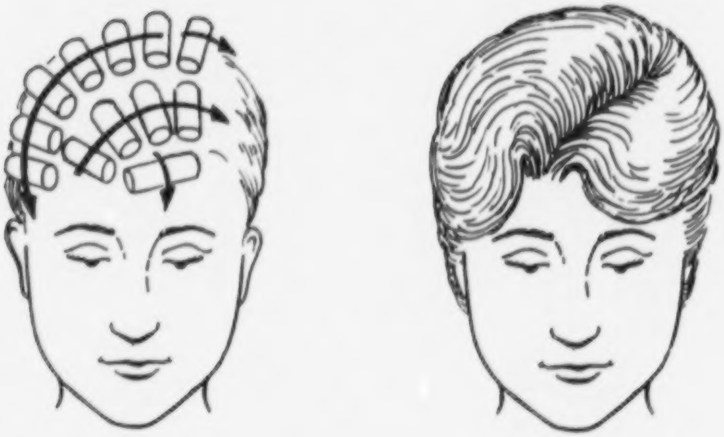


Styling hair under

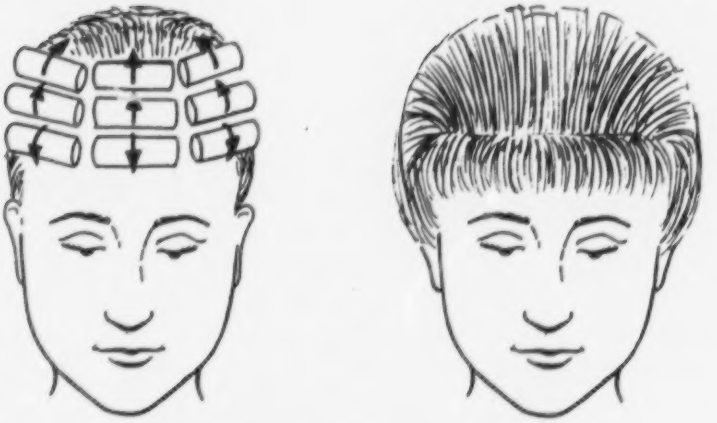


Styling a flip

Wet Setting Styles
(Continued)

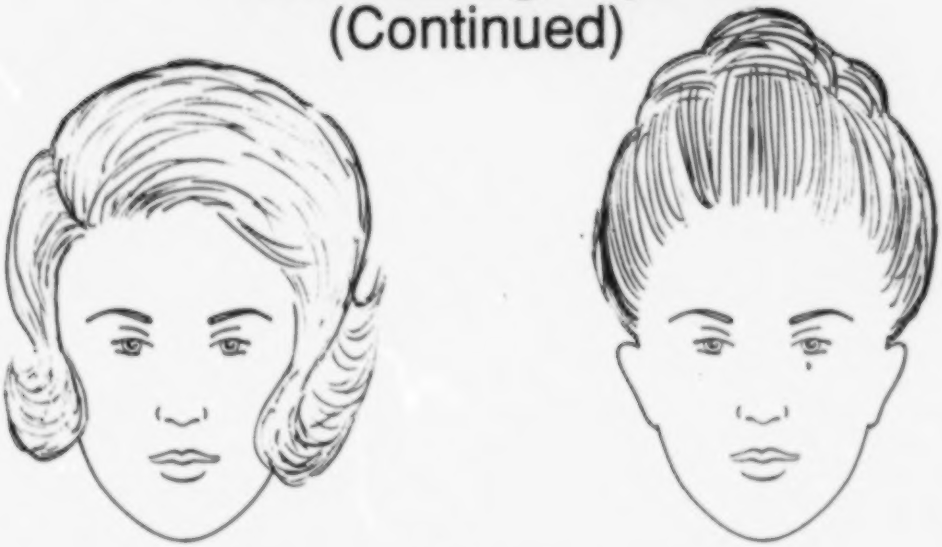


Styling with a half-bang

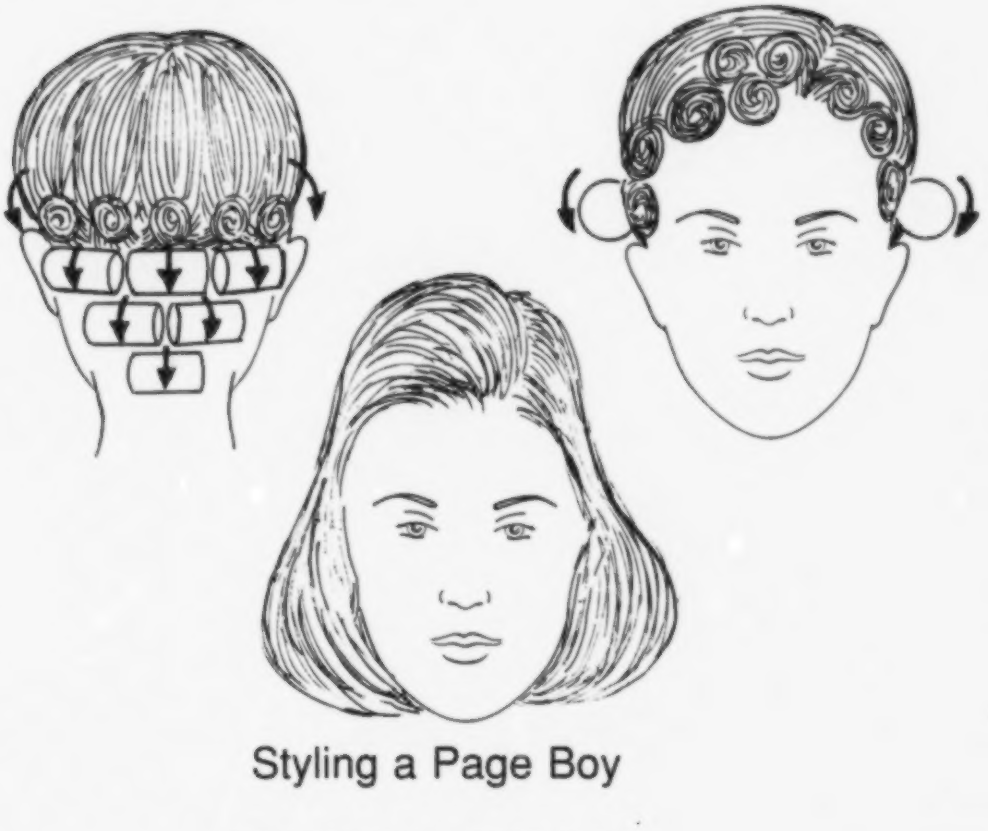


Styling with a full-bang

Wet Setting Styles
(Continued)

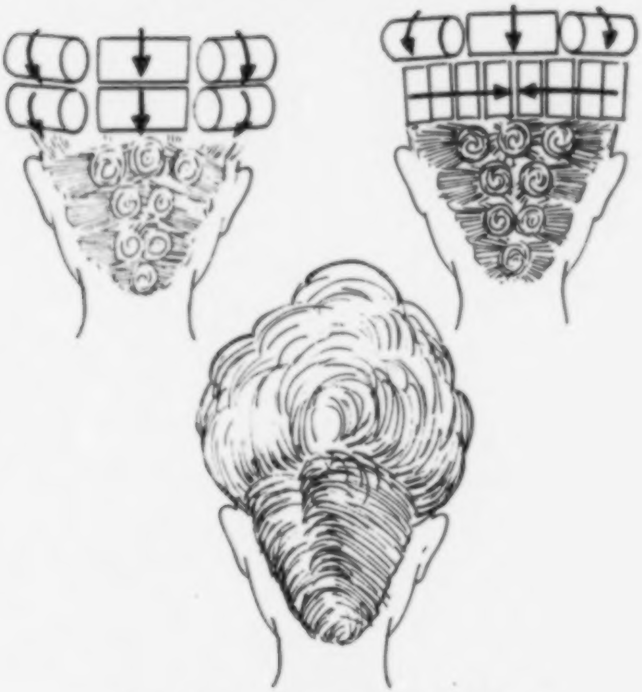


Styling without a bang

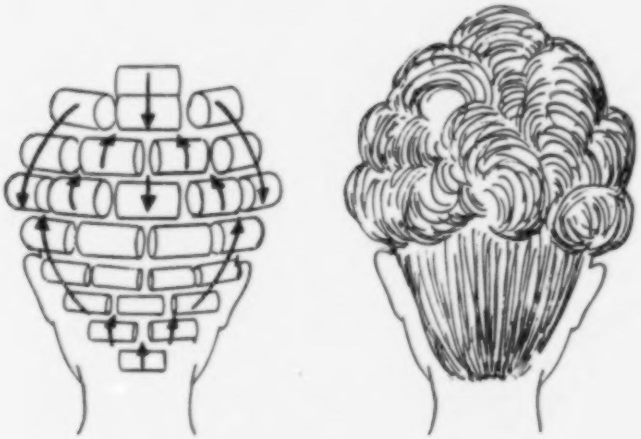


Styling a Page Boy

Wet Setting Styles
(Continued)

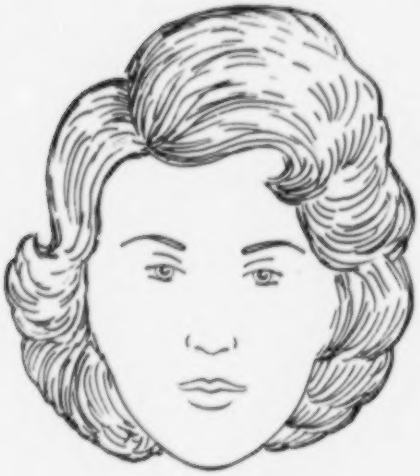


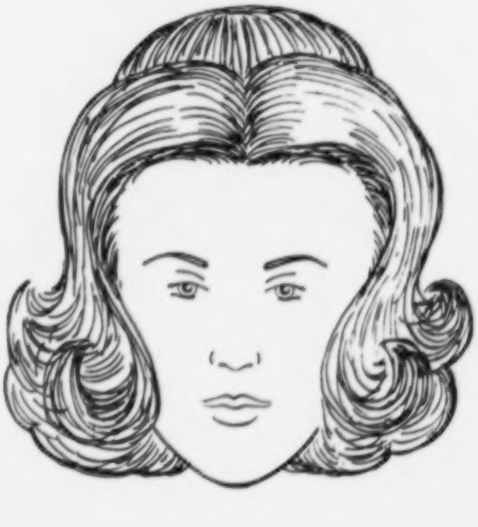
Styling a French Twist



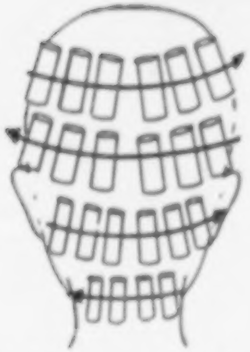
Styling a Gibson Girl

Combination Styles

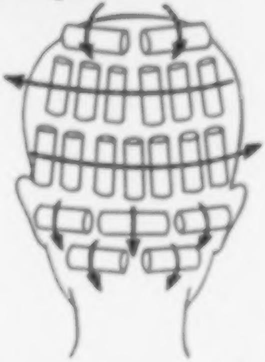




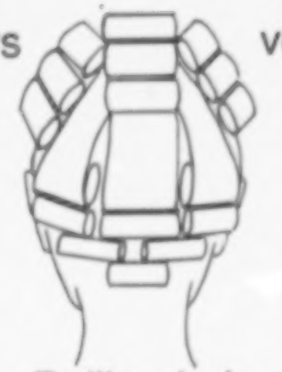
Back Panel Roller Setting Techniques



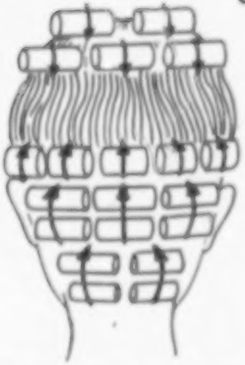
Rolling hair in alternating diagonal rows



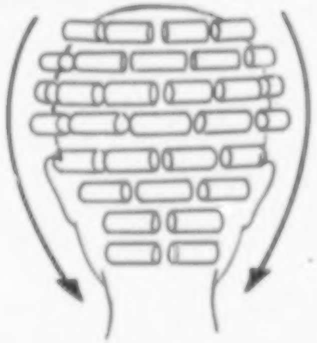
Rolling hair in alternating vertical rows



Rolling hair under in rows

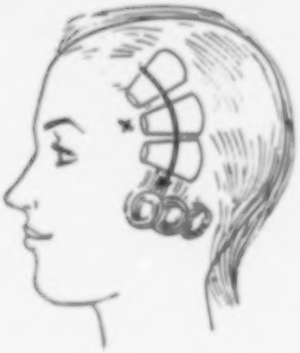


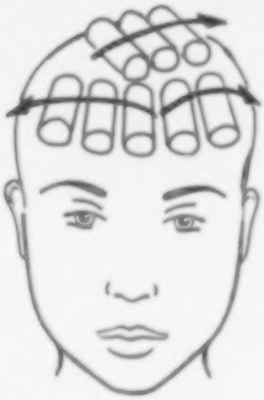
Rolling hair up

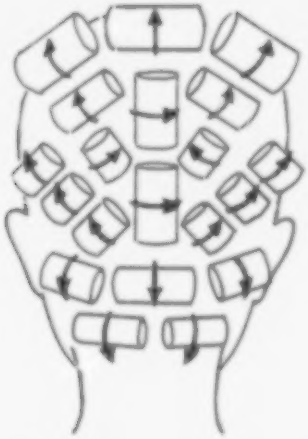


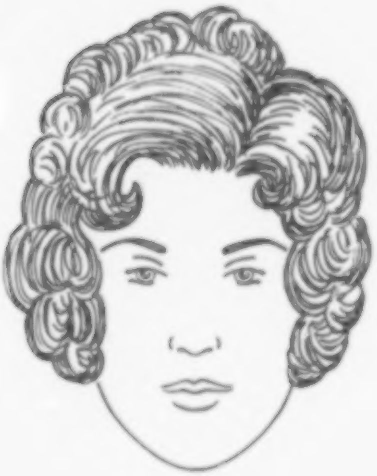
Rolling hair in brick pattern

Styling A Curvature Design









ASSIGNMENT SHEET 1

Development of:
READING SKILLS

- Introduce the assignment to the students by discussing why reading skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Using content area vocabulary
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.

ASSIGNMENT SHEET 1

WET SETTING

VIII

Name ______________________ Score ________

OBJECTIVE 7

Identify back panel roller setting techniques.

DIRECTIONS

Functional Reading Skills
- Use content area vocabulary

Write the correct number in the appropriate blank.

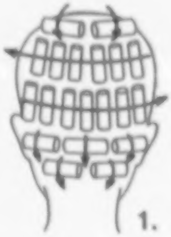
___a. Rolling hair up

___b. Rolling hair under in rows

___c. Rolling hair in brick pattern

___d. Rolling hair in alternating vertical rows

___e. Rolling hair in alternating diagonal rows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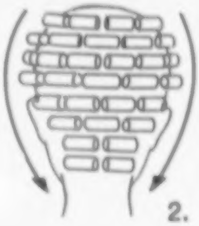
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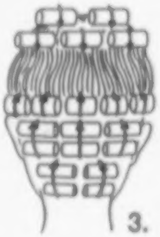
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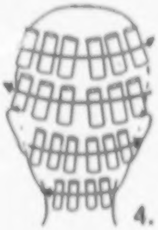
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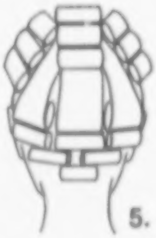
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WET SETTING

ASSIGNMENT SHEET 1

a. 3

b. 5

c. 2

d. 1

e. 4

JOB SHEETS 1 and 3-7

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

— Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.
  - Suggest that they be ready to listen before beginning the communication.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as employees and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to student that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty dealing effectively with clients/customers:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.
  - Have students discuss what the client might be feeling before and during procedures.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.

- Discuss what behaviors and attitudes constitute good work habits.
- Make sure the student knows what is expected of him or her.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

JOB SHEET 2

Development of:
READING SKILLS
CREATIVE THINKING SKILLS
EMPLOYABILITY SKILLS
PROBLEM SOLVING SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

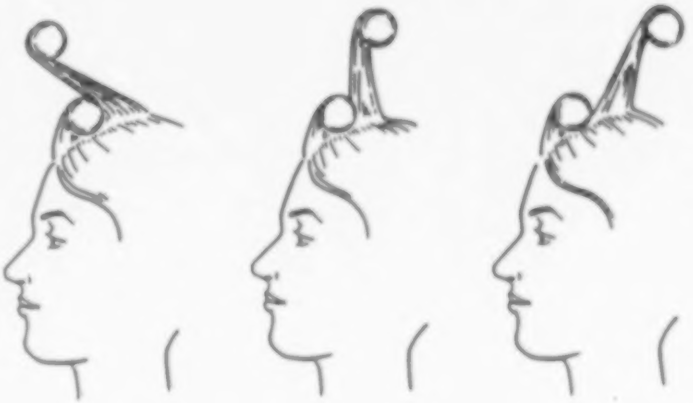
OBJECTIVE 8

Place rollers on-base, half-base, and off-base to achieve volume and indentation.

INTRODUCTION

The strand of hair at the scalp that is parted off for a roller curl is called the roller base. Base size is determined by roller size. Base strength used in setting a roller curl is determined by how much fullness or how much closeness is desired in the finished style. Roller bases have three possible strengths, on-base, half-base, and off-base. (Figure 1)

FIGURE 1



IMPLEMENTS AND EQUIPMENT

- Combs
- Cylinder rollers
- Clips
- Pins

SUPPLIES

- Setting lotion

PROCEDURE

ON-BASE ROLLERS

NOTE: On-base placement of rollers creates full lift and should be used where you want the fullest part of the hairstyle.

1. Sanitize hands. Drape client for services. Have client remove and safeguard jewelry.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

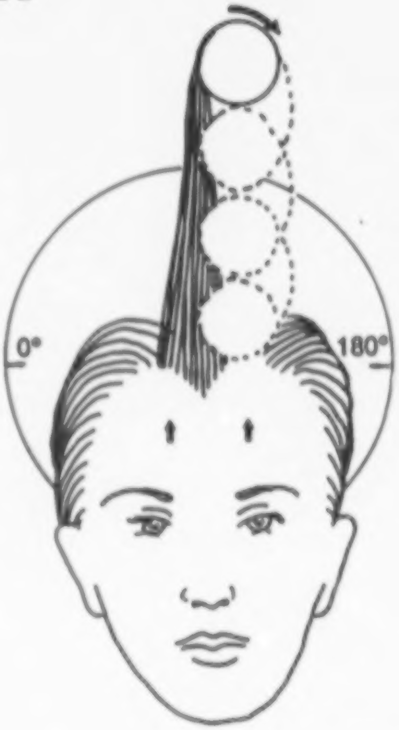
2. Moisten hair with water or setting lotion.

3. Part off a section of hair the same size as the roller to be used.

4. Comb the hair in the direction opposite that of the roller action.

5. Smooth the ends of the strand around the roller and roll it under, down to the base. Ensure that the roller is centered on the roller base. (Figure 2)

FIGURE 2



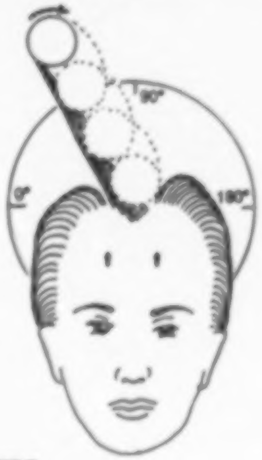
6. Clip the roller securely at the base.

HALF-BASE ROLLERS

NOTE: Half-base roller placement gives a medium amount of volume and should be used only when the style requires a little fullness or lift.

1. Sanitize hands. Drape client for services. Have client remove and safeguard jewelry.
2. Moisten hair with water or setting lotion.
3. Part off a section of hair the same size as the roller to be used.
4. Comb the hair straight out from the scalp.
5. Smooth the ends of the strand evenly around the roller and roll it under, down to the scalp.
6. Adjust the center of the roller to ensure that it rests one-half off the center of the roller base. Clip or pin the roller securely to the scalp of the hair. (Figure 3)

FIGURE 3



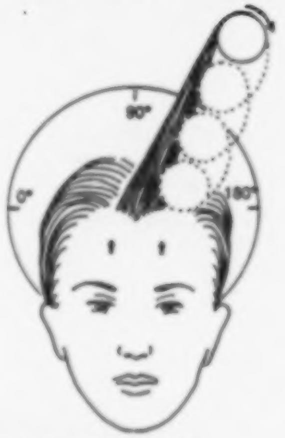
OFF-BASE ROLLERS

NOTE: An off-base roller placement produces only a small amount of volume. It creates closeness in a hairstyle.

1. Sanitize hands. Drape client for services. Have client remove and safeguard jewelry.
2. Moisten hair with water or setting lotion.
3. Part off a strand of hair the same size as the roller to be used.
4. Comb the hair in the same direction as the roller action, that is, the same direction the hair will be rolled.

5. Smooth the ends of the hair around the roller evenly and roll it under, down to the scalp. Make sure the roller sits completely off the roller base of this strand of hair. Use a clip or a roller pin to secure the roller at the base. (Figure 4)

FIGURE 4



VOLUME AND INDENTATION

Volume, or lift, is created by proper roller placement either on-base, half-base, or off-base. All three placements require that the strand of hair be rolled under the roller. Indentation, or hollows and valleys, is created by keeping the hair close to the head and rolling the strand of hair over the roller. The strand is secured to the scalp hair in a half-base position.

1. Sanitize hands. Drape client for services. Have client remove and safeguard jewelry.

2. Moisten hair with water or setting lotion.

3. Part off a section of hair the same size as the roller to be used.

4. Roll the strand under the roller and place on-base, half-base, or off-base to create volume. Secure roller with a clip.

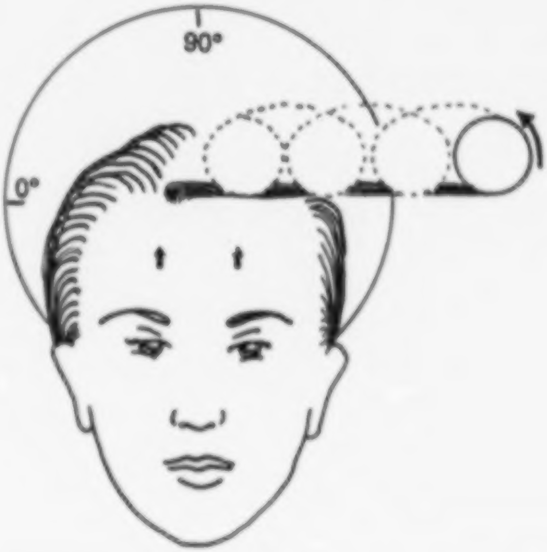
5. Part off a strand of hair the same size as the roller to be used to demonstrate indentation.

6. Roll the strand over the roller, keeping the strand close to the head.

7. Roll the strand down to the scalp and adjust to sit in a half-base position.

8. Secure roller with a clip or roller pin at the base. (Figure 5)

FIGURE 5



9. Sanitize work area, implements, equipment, and hands.

10. Have instructor evaluate your work.

JOB SHEET 2

WET SETTING

VIII

OBJECTIVE 9 **Roll barrel curls.**

INTRODUCTION

There will be situations where there is insufficient room to place a roller. Barrel curls serve as a viable alternative. Barrel curls are rolled in the same manner as roller curls but no roller is used. Barrel curls can be used in conjunction with rollers and individual stand-up curls. However, they do not provide the same tension present in roller curls.

IMPLEMENTS AND EQUIPMENT

- Rattail comb
- Clips

SUPPLIES

- Setting lotion

PROCEDURE

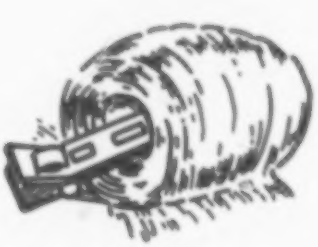
Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands. Drape client for services.
2. Moisten hair with water or setting lotion and section for rolling.
3. Roll a wide strand of hair in a manner similar to a stand-up pin curl.
4. Make a large center opening with curl in standing position.
5. Clip the barrel curl securely to the hair at the base. (Figure 1)

FIGURE 1



6. Repeat procedure where needed to fill in areas that cannot be rolled on rollers.

7. Sanitize work area, implements, equipment, and hands.

8. Have instructor evaluate your work.

JOB SHEET 3

WET SETTING

VIII

OBJECTIVE 10

Roll a half-bang, full-bang, and double-bang style.

INTRODUCTION

Bangs provide a variety of style options for roller setting the front, top panel of the hair. Three basic bang sets are the half-bang, full-bang, and double-bang. Mastery of these settings will enable you to combine them with a variety of top, side, and back panel styles.

IMPLEMENTS AND EQUIPMENT

- Brushes
- Combs
- Clips
- Pins
- Rollers
- Water bottle

SUPPLIES

- Setting lotion

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

HALF-BANG

1. Sanitize hands. Drape client for services. Have client remove and safeguard jewelry.
2. Comfortably seat client and preplan style using a half-bang.
3. Drape client for shampoo.
4. Brush hair and perform shampoo.
5. Remove tangles.
6. Apply setting lotion to the hair with the left hand while working it through the hair with the right hand. Work from front to back and to ends of the hair.
7. Comb hair at the hairline to determine natural growth and to locate the natural part.

   NOTE: These initial steps (1-7) remain fairly constant in all wet roller applications. Practice them until you become proficient and comfortable. Your instructor may suggest variations These steps will be referred to as initial client procedures.

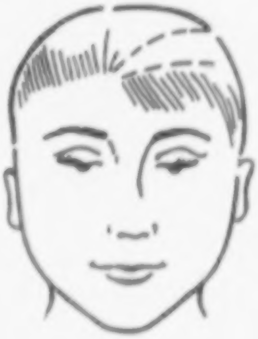
Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Part hair on the side, using a straight part. Comb hair straight back.

9. Make a diagonal working part and comb the bang section into a half-bang design. (Figure 1)

FIGURE 1



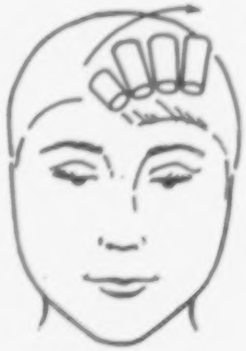
10. Section the bang area into equal strands using triangular partings.

11. Use a short filler roller to set the first strand of hair. Roll strand evenly and tautly downward. Position the roller on-base.

12. Secure roller at the roller base with the appropriate clip.

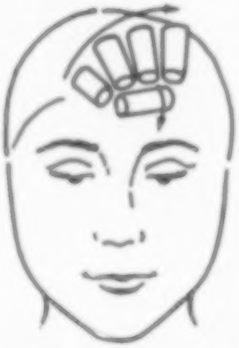
13. Complete the top area of the bang section in the same manner, setting triangular strands on long cylinder rollers. (Figure 2)

FIGURE 2



14. Set the last strand evenly on roller. Roll under and downward toward the face. (Figure 3)

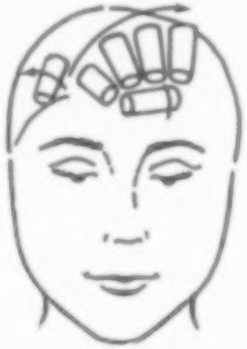
FIGURE 3



15. Separate a rectangular strand of hair on the side opposite the original part.

16. Set this strand by placing the roller under the ends of the hair and rolling downward. Position roller on-base and clip securely. (Figure 4)

FIGURE 4



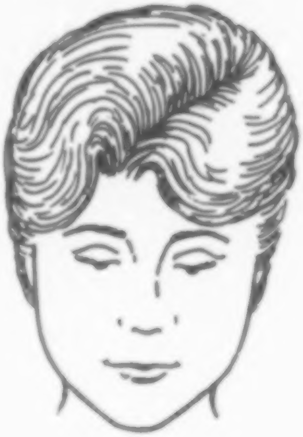
17. Complete top, back, and sides as preplanned.

18. Remove shampoo cape and place the client under dryer set on medium heat.

19. After drying, remove clips and rollers. Place comb-out cape around client's shoulders.

20. Comb to style. (Figure 5)

FIGURE 5

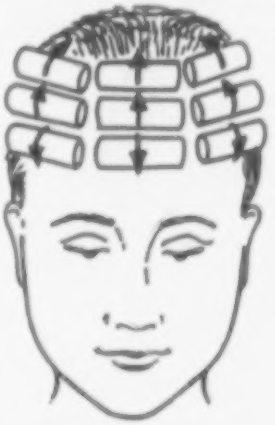


FULL-BANG

1. Sanitize hands.
2. Comfortably seat client and preplan style.
3. Drape client for shampoo. Have client remove and safeguard jewelry.
4. Brush hair and perform shampoo.
5. Remove tangles.
6. Wet hair and apply setting lotion.
7. Comb hair at the hairline to determine natural growth and to locate the natural part.

8. Set the front top panel using long cylinder roller placement. roll and position each strand half-base. (Figure 6)

FIGURE 6



9. Use the appropriate clip or roller pin to secure the rollers to the hair at the scalp line.

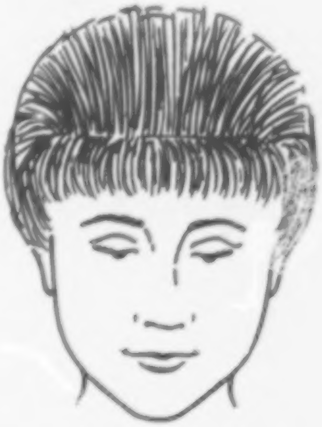
10. Complete top, back, and side panels as preplanned.

11. Remove shampoo cape and place client under dryer set on medium heat.

12. After drying, remove clips and rollers. Place comb-out cape around client's shoulders.

13. Comb to style. (Figure 7)

FIGURE 7

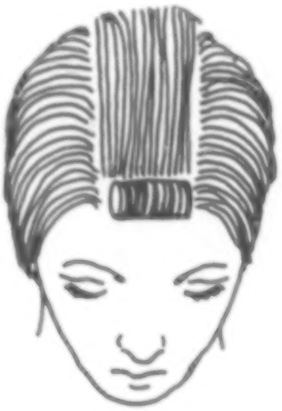


DOUBLE-BANG

Sometimes referred to as a winged bang, this roller setting technique produces a symmetrical design in the top front panel. This can be used with short or long hairstyles equally as well.

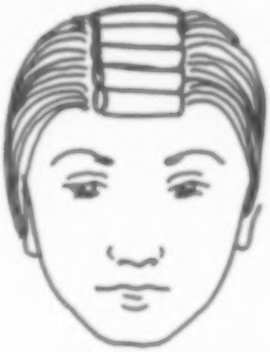
1. Sanitize hands.
2. Comfortably seat client and preplan style.
3. Drape client for shampoo.
4. Brush hair and perform shampoo.
5. Remove tangles.
6. Wet hair and apply setting lotion.
7. Comb hair at the hairline to determine natural growth and to locate the natural part.
8. Part a rectangular panel, the size of the roller to be used, from the front hairline to the back of the crown. Comb this panel straight back. Comb sides down from the part.
9. Start from the hairline. Part a subpanel and roll on-base. Position roller correctly and clip to hair at the scalp line. (Figure 8)

FIGURE 8



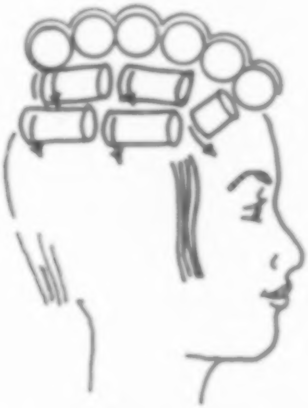
10. Complete the top panel using rollers in on-base placements. (Figure 9)

FIGURE 9



11. Move to the right side and set roller placements on-base in the pattern shown. Use a filler roller for the front curl. (Figure 10)

FIGURE 10



12. Move to the left side. Repeat step 11.

13. Complete side and back panels as preplanned.

14. Remove shampoo cape and place client under dryer set on medium heat.

15. After drying, remove clips and rollers. Place comb-out cape around client's shoulders.

16. Comb to style.

17. Sanitize work area, implements, equipment, and hands.

18. Have instructor evaluate your work.

OBJECTIVE 11

Backcomb and backbrush.

INTRODUCTION

Backcombing and backbrushing are two important basic comb-out techniques that will add to your professional skills and artistry. Sometimes referred to as teasing and lacing, these techniques are used to create special effects and add support to the volume of a curl.

IMPLEMENTS AND EQUIPMENT

- Brushes
- Combs

DIRECTIONS

Before teasing or backcombing can begin the hair must be allowed to cool and the clips and rollers removed. Start from the nape and work to the crown then from the sides to the top. Brush curls into basic style working in the same order.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

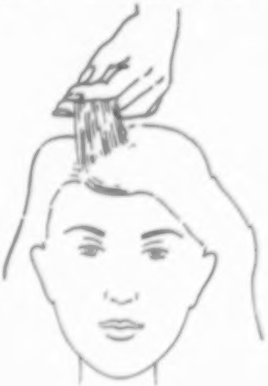
General Relating Skills
- Interact with clients/customers

BACKCOMBING

Use the fine teeth of the comb to produce firm backcombing. For soft backcombing, use the coarse-toothed side of the comb.

1. Work from the front of the panel to be backcombed.
2. Brush out the curl thoroughly, using hairbrush.
3. With auxiliary hand, mold a strand of hair into the direction of the style. Control hair between the thumb and index finger. (Figure 1)

FIGURE 1



4. Part off a small subpanel of hair.

Cognitive Activity Skills
- Transfer knowledge/training to new situations

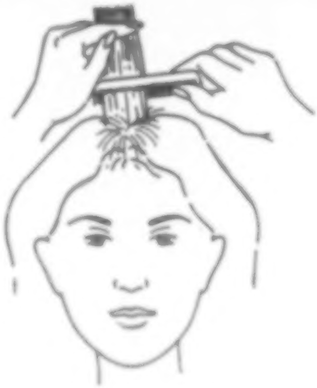
Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Using auxiliary hand, control the hair strand between the thumb or index and middle fingers.

6. Get maximum control by gripping the hair strand firmly. Angle the strand according to desired volume.

7. Insert teeth of the comb into stem of the hair and direct the comb firmly toward scalp, and remove. (Figure 2)

FIGURE 2



8. Insert the comb again one inch further up the strand and direct the comb firmly in the direction of the scalp. Stop about one inch from the scalp and remove the comb.

9. Loosen grip on the hair strand as backcombing continues along the hair shaft.

10. Continue to backcomb the strand in one inch increments until the entire strand has been teased.

11. Repeat procedure on entire hair strand if necessary.

12. Section off a new subpanel and repeat steps 1-11.

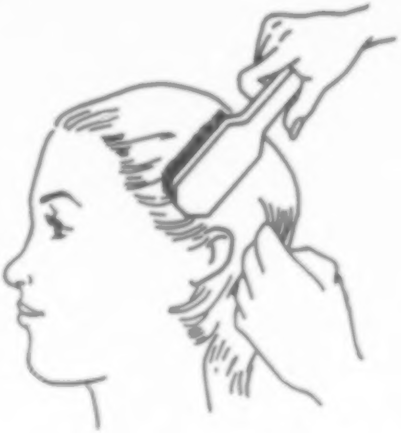
BACKBRUSHING

Don't allow the brush to scrape the scalp during the backbrushing or lacing procedure. Light, smoothing strokes will prevent removing the desired lacing effect.

1. Work from in front of the panel to be brushed.

2. Brush out the roller curl entirely, in the direction of the style. (Figure 3)

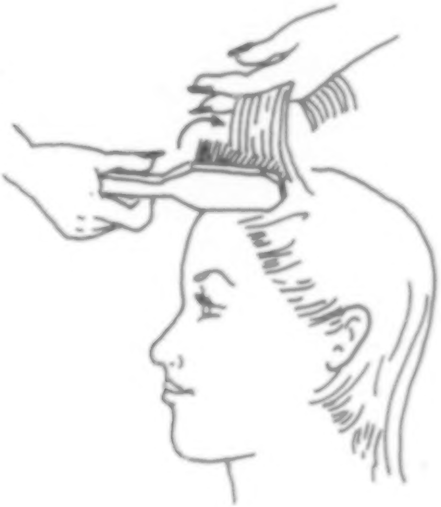
FIGURE 3



3. Section off a large subpanel of hair and grip firmly between the index and middle fingers.

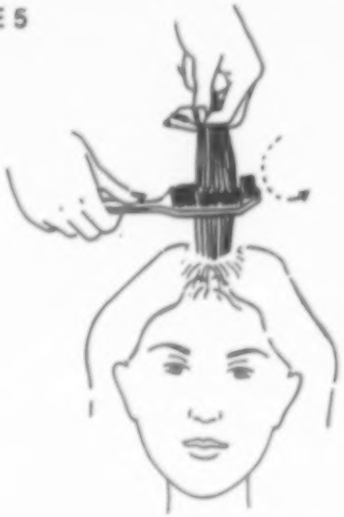
4. Position comb-out brush on the stem of the subpanel and insert bristles into the hair strand. (Figure 4)

FIGURE 4



5. Rotate the brush through the hair towards scalp. (Figure 5)

FIGURE 5



6. Direct the strand into style design.

7. Move the brush up the strand, insert bristles into hair, and repeat the rotation movement. (Figure 5)

8. Continue to rotate wrist until the hair clears the bristles.

9. Move the brush up the strand and repeat the rotation movement until subpanel is completed.

10. Select a new subpanel and repeat steps 1-9 until the entire style is completed.

11. Sanitize work area, implements, equipment, and hands.

12. Have instructor evaluate your work.

JOB SHEET 5

WET SETTING

VIII

OBJECTIVE 12

Place rollers horizontally, under and up.

INTRODUCTION

This exercise deals with the application of your previous mastery of the basic roller setting techniques as applied to the side panel of the hair. Review on-base, off-base, and half-base; volume and indentation; and comb-out techniques.

IMPLEMENTS AND EQUIPMENT

- Brushes
- Combs
- Clips
- Pins
- Rollers
- Water bottle

NOTE: Select rollers according to desired style, and the length and texture of the hair.

SUPPLIES

- Setting lotion

DIRECTIONS

In this exercise you will deal only with the effects of setting rollers in a horizontal placement with the hair rolled under and up. Therefore, it will be necessary to part off and clip the top section of the head while working on the sides.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

ROLLING HAIR UNDER

1. Sanitize hands.
2. Seat client and preplan style.
3. Drape client for shampoo. Have client remove and safeguard jewelry.
4. Brush hair and perform shampoo.
5. Remove tangles.
6. Wet hair and apply setting lotion.

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

7. Comb hair at the natural hairline to determine natural growth and to locate natural part.

8. Begin on the right side of the head by combing hair into a slight "C"-shaped panel toward the face.

9. Starting at the top of the shaping, comb subpanel straight out from scalp. Using appropriate length roller, place hair smoothly and evenly on roller.

10. Roll hair under, place at half-base and clip.

11. Part second subpanel directly beneath the first roller.

12. Comb strand away from head at 45° angle.

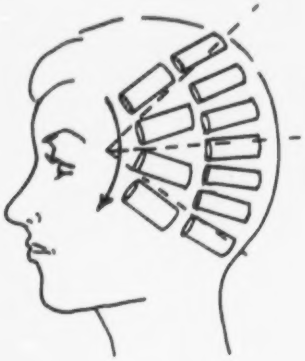
13. Place hair smoothly on roller and keep taut.

14. Roll hair under, place roller on-base and clip.

15. Repeat exact procedure as many times as necessary to complete right side of head.

16. Finish roller pattern and comb-out. (Figure 1)

FIGURE 1



ROLLING HAIR UP

1-7. Perform initial client procedures.

8. Move to the left side of the head and comb hair straight down from part.

9. Starting at the top of the shaping, comb the first strand away from the head at slightly over 90°. Use appropriate length roller and place hair smoothly on the roller.

10. Roll hair under, place roller off-base, and clip.

11. Select second strand directly beneath the first roller and repeat, rolling under and placing off-base.

    NOTE: Off-base placement will create a curl movement close to the head.

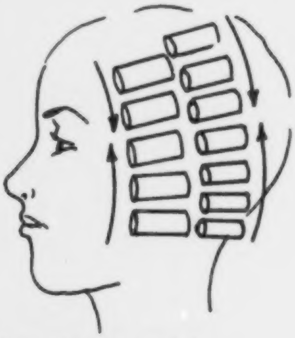
12. Comb third strand away from head at a 45° angle and place evenly and tautly around the roller.

13. Roll hair up, place roller on-base, and clip.

14. Repeat until left side panel is finished.

15. Finish roller pattern. (Figure 2)

FIGURE 2



16. Dry and comb-out to style.

17. Sanitize work area, implements, equipment, and hands.

18. Have instructor evaluate your work.

JOB SHEET 6 — WET SETTING — VIII

OBJECTIVE 13

Place rollers vertically, forward and reverse.

INTRODUCTION

This exercise deals with the application of our previous mastery of the basic roller setting techniques as applied to the side panel of hair. Review on-base, off-base, and half-base; volume and indentation; and comb-out techniques. Vertical roller placement produces wave patterns in the comb-out and can be used to create directional waves and alternating wave patterns.

IMPLEMENTS AND EQUIPMENT

- Brushes
- Combs
- Clips
- Pins
- Rollers
- Water bottle

NOTE: Select rollers according to desired style, and the length and texture of the hair.

SUPPLIES

- Setting lotion

DIRECTIONS

In this exercise you will deal only with the effects of setting rollers in a vertical placement with the hair rolled forward and reverse. Therefore, it will be necessary to part off and clip the top section of the head while working on the sides.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

ROLLING HAIR FORWARD

1. Sanitize hands.
2. Seat client and preplan style.
3. Drape client for shampoo. Have client remove and safeguard jewelry.
4. Brush hair and perform shampoo.
5. Remove tangles.
6. Wet hair and apply setting lotion.

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

7. Comb hair at the natural hairline to determine natural growth and to locate the natural part.

8. Begin on the right side of the head by combing hair slightly forward and down.

9. Start at the top front of the shaping. Comb vertical subpanel away from the scalp. Place hair strand smoothly around the roller in a vertical position.

10. Roll hair under and toward the face, place roller on half-base, and clip.

11. Part a second vertical subpanel immediately behind the first roller.

12. Comb strand away from the scalp and place hair smoothly and evenly around the roller in vertical position.

13. Roll hair under and toward the face, place roller on half-base, and clip.

14. Recomb hair beneath rollers in opposite direction, down and away from the face.

ROLLING HAIR REVERSE

15. Section off a vertical subpanel directly beneath first subpanel above.

16. Comb strand away from the head, place hair smoothly around roller in a vertical position.

17. Roll hair under and away from the face, place roller on-base, and clip.

18. Part and comb a second subpanel immediately behind the first into a vertical position.

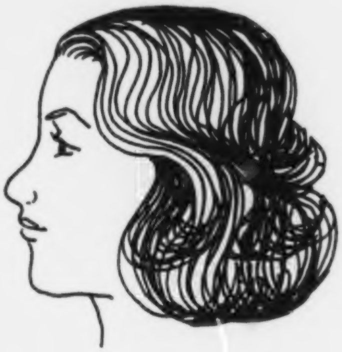
19. Roll hair under and away from face. Place roller on-base or half-base, depending on desired lift, and clip.

20. Depending on length of hair, continue the vertical placement of rollers in alternating forward and reverse patterns.

21. Move to the left side of the head and repeat roller placement. This will produce a symmetrical design.

22. Finish roller pattern and comb-out effect. (Figure 1)

FIGURE 1



23. Sanitize work area, implements, equipment, and hands.

24. Have instructor evaluate your work.

JOB SHEET 7 — WET SETTING — VIII

OBJECTIVE 14

Place rollers diagonally, forward and reverse.

INTRODUCTION

This exercise deals with the application of your previous mastery of the basic roller setting techniques as applied to the side panel of the hair. Review on-, off-, and half-base; volume and indentation; and comb-out techniques. Diagonal roller placement produces special effects such as "S" wave patterns and ridge lines. Hair rolled at a 45° angle in an upward/forward movement creates maximum strength and depth in a wave pattern. Hair rolled at a 45° angle in a downward/reverse movement produces minimum strength in a wide wave pattern.

IMPLEMENTS AND EQUIPMENT

- Brushes
- Combs
- Clips
- Pins
- Rollers
- Water bottle

NOTE: Select rollers according to desired style, and the length and texture of the hair.

SUPPLIES

- Setting lotion

DIRECTIONS

In this exercise you will deal only with the effect of setting rollers in a diagonal placement with the hair rolled upward/forward and downward/reverse. Therefore, it will be necessary to part off and clip the top section of the head while working on the sides.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.
2. Seat client and preplan style.
3. Drape client for shampoo. Have client remove and safeguard jewelry.
4. Brush hair and perform shampoo.
5. Remove tangles.

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

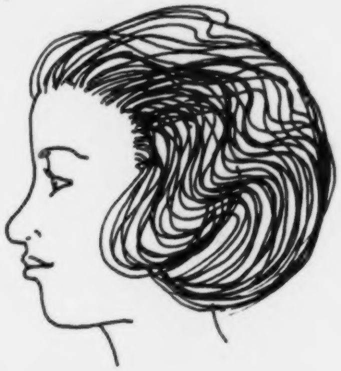
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

6. Wet hair and apply setting lotion.
7. Comb hair at the natural hairline to determine natural growth and to locate the natural part.
8. Start on the right side of the head by combing hair into a slight "C"-shaped panel toward the face.
9. Section off top front subpanel in a vertical or diagonal part and comb strand away from the head. Use either a cylinder or a tapered roller depending on tightness of the designed curl. Place hair strand smoothly around the roller.
10. Roll hair under in a downward/reverse placement. Position roller on-base and clip.
11. Continue to roll the subpanels in a rotating manner from the center point until front panel is complete.
12. Section off a second panel directly behind the completed front panel.
13. Starting at the top of the shaping, comb the subpanel away from the head and place smoothly and evenly around the roller.
14. Roll strand under in an upward/forward placement. Position roller on-base and clip.
15. Continue to roll subpanels in a diagonal upward/forward placement until the panel is finished.
16. Move to the left side of the head and repeat procedure in a similar manner.
17. Finish roller pattern and comb-out effect. (Figure 1)

FIGURE 1



18. Sanitize work area, implements, equipment, and hands.

19. Have instructor evaluate your work.

PRACTICAL TEST 1

WET SETTING

VIII

JOB SHEET 1

Place rollers on-base, half-base, and off-base to achieve volume and indentation.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

ON-BASE ROLLERS

The student:	Yes	No
1. Sanitized hands and draped client for services	___	___
2. Moistened hair with water or setting lotion	___	___
3. Parted off a section of hair the same size as the roller	___	___
4. Combed strand in correct direction	___	___
5. Smoothed the ends of the strand evenly around the roller and rolled it under, down to the base	___	___
6. Ensured the roller was centered on the roller base	___	___
7. Clipped the roller securely at the base	___	___

HALF-BASE ROLLERS

The student:	Yes	No
1. Sanitized hands and draped client for services	___	___
2. Moistened hair with water or setting lotion	___	___
3. Parted off a section of hair the same size as the roller to be used	___	___
4. Combed the hair straight out from the scalp	___	___
5. Smoothed the ends of the strand evenly around roller	___	___
6. Rolled strand under, down to the scalp	___	___
7. Adjusted center of the roller to ensure that it rests one-half off the center of the roller base	___	___
8. Clipped the roller securely at the base	___	___

OFF-BASE ROLLERS

The student:	Yes	No
1. Sanitized hands and draped client for services	___	___
2. Moistened hair with water or setting lotion	___	___
3. Parted off a strand of hair the same size as the roller to be used	___	___
4. Combed the strand in the same direction as the roller action	___	___

	Yes	No
5. Smoothed the ends of the hair around the roller evenly and rolled it under, down to the scalp	___	___
6. Ensured the roller sat completely off the roller base of this strand of hair	___	___
7. Clipped the roller securely at the base	___	___

VOLUME AND INDENTATION

The student:	Yes	No
1. Sanitized hands and draped client for services	___	___
2. Moistened hair with water or setting lotion	___	___
3. Parted off a strand of hair the same size as the roller to be used	___	___
4. Rolled the strand under the roller and placed on-base, half-base, or off-base to create volume; secured roller with a clip	___	___
5. Parted off a strand of hair the same size as the roller to be used to demonstrate indentation	___	___
6. Rolled the strand over the roller, keeping the strand close to the head	___	___
7. Rolled the strand down to the scalp and adjusted to sit in a half-base position	___	___
8. Secured roller with a clip or roller pin at the base	___	___
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Properly prepared hair	4	3	2	1
Placed rollers on-base	4	3	2	1
Placed rollers half-base	4	3	2	1
Placed rollers off-base	4	3	2	1
Rolled hair properly for volume and indentation	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

WET SETTING

VIII

JOB SHEET 2

Roll barrel curls.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands and draped client	___	___
2. Moistened hair with water or setting lotion and sectioned hair	___	___
3. Rolled a wide strand of hair in a similar manner to a stand-up pin curl	___	___
4. Made a large center opening with curl in standing position	___	___
5. Clipped the barrel curl securely to the hair at the base	___	___
6. Repeated procedure where needed	___	___
7. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Rolled barrel curls correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

WET SETTING

VIII

JOB SHEET 3

Roll a half-bang, full-bang, and double-bang style.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

HALF-BANG

The student:	Yes	No
1. Sanitized hands	___	___
2. Preplanned style with client	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion correctly working front to back	___	___
7. Combed hair back at the hairline and located natural part	___	___
8. Parted hair on side, using a straight part; combed hair straight back	___	___
9. Made diagonal working part and combed bang section into a half-bang design	___	___

	Yes	No
10. Sectioned bang area into equal strands using triangular partings	___	___
11. Used a short filler roller to set the first strand of hair; rolled strand evenly downward to scalp	___	___
12. Positioned roller on-base and clipped roller securely at base with the appropriate clip	___	___
13. Completed top area of bang section in the same manner, setting triangular strands on long rollers	___	___
14. Set last strand on roller and rolled under and downward toward face	___	___
15. Separated a rectangular strand of hair on the side opposite the original part	___	___
16. Set this strand by placing roller under ends of hair and rolling downward; positioned roller on-base and securely clipped at base	___	___
17. Completed top, back, and sides as preplanned, dried and combed-out to style	___	___

FULL-BANG

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and prepared style	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___

	Yes	No
6. Wet hair and applied setting lotion	___	___
7. Combed hair at hairline and located natural part	___	___
8. Set the front top panel using long cylinder roller placements; positioned each strand half-base	___	___
9. Secured rollers at scalpline with proper clip	___	___
10. Completed top, side, and back panels as preplanned; dried and combed-out to style	___	___

DOUBLE-BANG

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and preplanned style	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion	___	___
7. Combed hair at hairline and located natural part	___	___
8. Sectioned a rectangular panel, the size of the roller, from front hairline to back of crown; combed this panel straight back and sides down from the part	___	___
9. Starting from the hairline, parted a subpanel, rolled on-base, and clipped properly at the base	___	___

	Yes	No
10. Completed top panel using rollers in on-base placements	___	___
11. Moved to right side and set roller placements on-base in the correct pattern; used a filler roller for the front curl	___	___
12. Moved to the left side and repeated step 11	___	___
13. Completed side and back panels as preplanned, dried and combed-out to style	___	___
14. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for rolling	4	3	2	1
Rolled half-bang style	4	3	2	1
Rolled full-bang style	4	3	2	1
Rolled double-bang style	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 4

Backcomb and backbrush.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

BACKCOMBING

The student:	Yes	No
1. Worked from the front of the panel to be backcombed	___	___
2. Brushed out the curl completely, using a hairbrush	___	___
3. Molded a strand of hair into direction of style; controlled hair strand between thumb and index finger of auxiliary hand	___	___
4. Parted off a small subpanel of hair	___	___
5. Controlled strand between thumb or index and middle fingers	___	___
6. Gripped strand firmly and angled strand according to desired volume	___	___
7. Inserted teeth of comb into stem of hair, directed comb firmly toward scalp, and removed	___	___

		Yes	No
8.	Inserted comb again, one inch further up the stem of the strand and directed comb firmly in direction of scalp; stopped about one inch from scalp and removed comb	___	___
9.	Loosened grip on hair strand as backcombing continued along hair shaft	___	___
10.	Continued to backcomb the strand in one inch increments until entire strand had been teased	___	___
11.	Repeated procedure on strand if necessary	___	___
12.	Sectioned off a new subpanel and repeated entire procedure	___	___

BACKBRUSHING

The student:		Yes	No
1.	Positioned him/herself in front of the panel to be brushed	___	___
2.	Brushed out roller curl entirely in direction of the style	___	___
3.	Sectioned off a large subpanel of hair and gripped firmly between index and middle fingers	___	___
4.	Positioned comb-out brush on stem of subpanel and inserted bristles into hair strand	___	___
5.	Rotated brush through hair towards scalp	___	___
6.	Directed strand into style design	___	___

	Yes	No
7. Moved brush up the strand, inserted bristles into hair and repeated rotation movement	___	___
8. Continued to rotate wrist until hair cleared the bristles	___	___
9. Moved brush up the strand and repeated rotation movement until subpanel was completed	___	___
10. Selected a new subpanel and repeated steps 1 — 9 until entire style was completed	___	___
11. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Backcombed properly	4	3	2	1
Backbrushed properly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

WET SETTING

VIII

JOB SHEET 5

Place rollers horizontally, under and up.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

ROLLING HAIR UNDER

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and preplanned style	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion	___	___
7. Combed hair at hairline and located natural part	___	___
8. Began on the right side of the head by combing hair into a slight "C"-shaped panel toward the face	___	___

	Yes	No
9. Started at top of the shaping, combed subpanel straight out from scalp; used appropriate length roller and placed hair smoothly on roller	___	___
10. Rolled hair under, placed on half-base and securely clipped at the base	___	___
11. Parted second subpanel directly beneath the first roller	___	___
12. Combed strand away from head at 45° angle	___	___
13. Placed strand smoothly on roller	___	___
14. Rolled hair under, placed roller on-base, and clipped securely	___	___
15. Repeated the same procedure as many times as necessary to complete right side of head	___	___
16. Finished roller pattern and comb-out	___	___
	___	___

ROLLING HAIR UP

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and preplanned style	___	___
3. Draped client	___	___
4. Brushed and shampooed hair	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion	___	___

	Yes	No
7. Combed hair at the natural hairline to determine natural growth and located natural part	___	___
8. Moved to the left side of the head and combed hair straight down from the part	___	___
9. Started at the top of the shaping, combed first strand away from the head at slightly over 90°; used appropriate length roller and placed hair smoothly on roller	___	___
10. Rolled hair under, placed roller off-base, and securely clipped	___	___
11. Selected second strand directly beneath first roller and repeated, rolled under and placed off-base	___	___
12. Combed third strand away from head at a 45° angle and placed smoothly around roller	___	___
13. Rolled hair up, placed roller on-base, and clipped securely	___	___
14. Repeated until left side panel was completed	___	___
15. Finished roller pattern, dried, and combed-out to style	___	___
16. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for rolling	4	3	2	1
Placed rollers horizontally, rolling under	4	3	2	1
Placed rollers horizontally, rolling hair up	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

WET SETTING VIII

JOB SHEET 6

Place rollers vertically, forward and reverse.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

ROLLING HAIR FORWARD

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and preplanned style	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion	___	___
7. Combed hair back at hairline and located natural part	___	___
8. Began on the right side of the head by combing hair slightly forward and down	___	___

	Yes	No
9. Started at top of the shaping, combed vertical subpanel away from scalp; placed smoothly around roller in vertical position	___ ___	___ ___
10. Rolled hair under and toward face, placed roller on half-base, and clipped securely	___	___
11. Parted second vertical subpanel immediately behind the first roller	___	___
12. Combed strand away from scalp, placed hair smoothly around roller in vertical position	___	___
13. Rolled hair under and toward face, placed roller on half-base, and clipped securely	___	___
14. Recombed hair beneath rollers in opposite direction, down and away from face		

ROLLING HAIR REVERSE

The student:	Yes	No
15. Sectioned off vertical subpanel directly beneath subpanel above	___	___
16. Combed strand away from head, placed hair smoothly around roller in vertical position	___	___
17. Rolled hair under and away from face, placed roller on-base, and clipped securely	___	___
18. Parted and combed second subpanel immediately behind, into vertical position	___	___

	Yes	No
19. Rolled hair under and away from face, placed roller on-base or half-base depending on desired lift, and clipped securely in place	___	___
20. Combed vertical placement of roller in alternating forward and reverse patterns until side was completed	___	___
21. Moved to left side of head and repeated roller placement in same manner	___	___
22. Finished roller pattern and comb-out into style	___	___
23. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for rolling	4	3	2	1
Placed rollers vertically, rolling forward	4	3	2	1
Placed rollers vertically, rolling reverse	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WET SETTING

JOB SHEET 7

Place rollers diagonally, forward and reverse.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client and preplanned style	___	___
3. Draped client for shampoo	___	___
4. Brushed hair and performed shampoo	___	___
5. Removed tangles	___	___
6. Wet hair and applied setting lotion	___	___
7. Combed hair back at hairline and located natural part	___	___
8. Started on the right side of the head by combing hair into a slight "C"-shaped panel toward the face	___	___

		Yes	No
9.	Sectioned off top front subpanel in a vertical or diagonal part and combed strand away from the head; used either a tapered or a cylinder roller depending on tightness of desired curl, placed strand smoothly around roller	___	___
10.	Rolled hair under in a downward/reverse placement, positioned roller on-base, and clipped	___	___
11.	Continued rolling subpanels in a rotating manner until front panel was completed	___	___
12.	Sectioned off second panel directly behind the completed front panel	___	___
13.	Started at the top of the shaping, combed subpanel away from the head and placed smoothly around roller	___	___
14.	Rolled strand under in an upward/forward placement; positioned roller on-base, and clipped	___	___
15.	Continued rolling subpanels in a diagonal upward/forward placement until panel was finished	___	___
16.	Moved to left side of head and repeated procedure in a similar manner	___	___
17.	Finished roller pattern and combed out to style	___	___
18.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair properly	4	3	2	1
Placed rollers diagonally, rolling forward	4	3	2	1
Placed rollers diagonally, rolling reverse	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

WET SETTING VIII

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with wet setting to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Type of roller that causes wet hair to cling to the roller

___ 2. Distance around the perimeter or outside of a circle

___ 3. Moving in the same direction as the hands of a clock

___ 4. Circular movement of hair shaft after being rolled

___ 5. Hair on the top and crown of the head, parted off during basic sectioning of the hair

___ 6. Curved or hollow valley in a hairstyle

___ 7. Hair that is designed by pin curling or roller setting while in a wet state

___ 8. Wave, curl, or straight movement in hairstyle

___ 9. Hair strand attached to the scalp

___10. Moving in the opposite direction as the hands of a clock

___11. Distance across a circular object

a. line

b. indentation

c. top panel

d. circumference

e. base

f. set

g. direction

h. clockwise

i. counter-clockwise

j. magnetic roller

k. diameter

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PART II

___ 1. Amount of movement possible in a curl

___ 2. Semi-circular or circular movement

___ 3. Having a round shape

___ 4. Parting made when hair is sliced out to place on a roller

___ 5. Hair on the left and right sides of the head, sectioned off during basic parting of the hair

___ 6. Portion of hair strand from the base to the first arc of a rolled curl

___ 7. Movement made when parting hair for roller placement

___ 8. Lift or height area created in the hairstyle

___ 9. Conical or cone shaped

___10. Design combed into hair after drying

a. mobility
b. stem
c. side panel
d. style
e. slice
f. cylindrical/cylinder
g. pickup line
h. volume
i. curvature
j. conoid

OBJECTIVE 2

Discuss implements and supplies associated with roller sets.
Answer the following, using the space provided for your answer.

PART I

1. What type bristle is considered the best for a hairbrush?

____

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2. What are three uses of a comb-out brush?

3. What is a rattail comb used for?

4. Describe a detangling comb and its uses.

5. What type of teeth does a teasing comb have?

6. Describe a multi-purpose comb.

7. Why does a styling comb need well-tapered teeth?

8. Which is the heaviest type of clip and what is it used for?

9. Which type of clip is used on fine or thin hair?

10. Which type of clip is used to hold pin curls and small rollers in place?

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PART II

1. Describe a bobby pin and its uses.

2. What are the similarities and differences in hairpins and roller pins?

3. Discuss materials used to make rollers.

4. Discuss the advantages and disadvantages of plastic rollers.

5. Discuss the advantages and disadvantages of nylon rollers.

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6. What are the two basic shapes of rollers and what effects do each have on style.

7. Discuss roller size and the effect of size on a curl.

8. What are the uses of setting lotions?

9. Discuss the characteristics of gels, liquid setting lotions, and mousse.

10. Describe the uses and forms of hairspray.

May be photocopied for student use.

OBJECTIVE 3

Match parts of a roller curl to their characteristics. Write the correct answers in the blanks provided.

___ 1. Stationary foundation of a curl, attached to the scalp; volume and strength of a wave depend on the placement of rollers in relation to the base

___ 2. Part of the curl between the base and the first turn of the circle; determines action, mobility, and direction of the curl

___ 3. Ends of the curl farthest from the scalp; completes the circle of the roller curl and determines strength or weakness of the finished curl; may also determine the width of the curl

___ 4. Wave formations created by the number of turns a roller curl completes; curves, soft waves, and tight curls are the three basic wave formations

a. stem

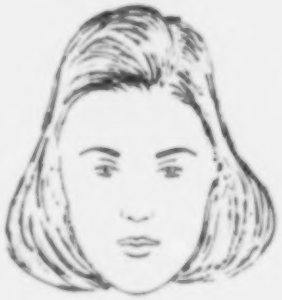
b. base

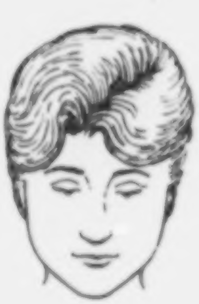
c. circle

d. line

OBJECTIVE 4

Identify basic wet setting styles. Write the correct answers in the blanks.





________________ 1.

________________ 2.

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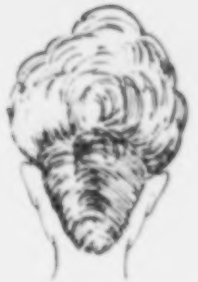

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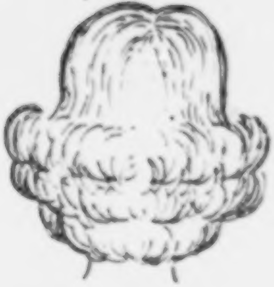

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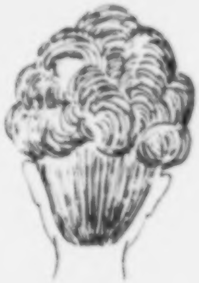

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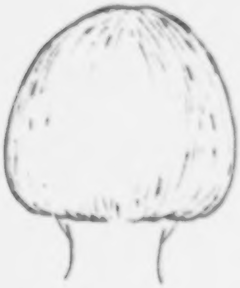

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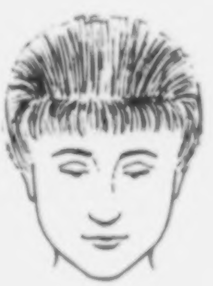

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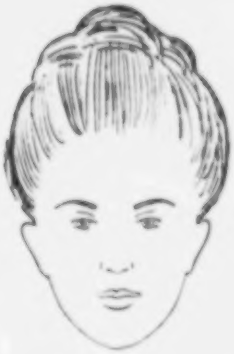

________________8.

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OBJECTIVE 5

List sanitary measures to observe during roller sets. Write your answers in the space provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

OBJECTIVE 6

List rules to observe during roller sets. Write your answers in the space provided.

1. ______________________________

2. ______________________________

May be photocopied for student use.

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

NOTE: Objectives 7-14 are evaluated on job sheets/assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

WET SETTING

VIII

OBJECTIVE 1

PART I

1. j
2. d
3. h
4. g
5. c
6. b
7. f
8. a
9. e
10. i
11. k

PART II

1. a
2. i
3. f
4. g
5. c
6. b
7. e
8. h
8. j
10. d

OBJECTIVE 2

PART I

1. Natural boar bristles
2. Answer may include any three of the following:
   a. backcombing
   b. teasing
   c. smoothing out
   d. styling hair
3. Parting hair into sections for roller placement

4. Has widely spaced teeth; used to comb out tangles after shampoos or chemical treatment and to comb long, thick or super-curly hair

5. Beveled or serrated

6. A seven-to-nine-inch comb with medium thick, widely spaced teeth on one end and fine, narrowly spaced teeth on the other

7. To slide easily through the hair reaching the scalp

8. Duckbill; holds large rollers in place

9. Single prong

10. Double prong

PART II Answers should include the following:

1. Flat wire pin with smooth or crimped prongs that press firmly together; used to hold hair strands firmly in place; smooth pronged pins are best for pinning rollers and curls; crimped pins work well for pinning and controlling long hair

2. Both pins are wire pins and neither are used to hold pin curls; hairpins have double, wide spread prongs; come in many sizes; are used for control, dressing wet or dry hair and tacking hair into place; roller pins secure rollers in place

3. Nylon and plastic rollers are most commonly used; some are magnetic, causing wet hair to cling to them; nylon rollers are lighter and hold their shape longer, but can become stained by rinses; plastic rollers are heavier but may warp under continuous exposure to dryer heat; both nylon and plastic rollers have small ventilating holes that allow hair to dry more quickly

4. Plastic rollers are heavier than nylon rollers and allow hair to dry quickly but may warp under continuous exposure to heat

5. Nylon rollers are light and hold their shape longer than plastic rollers but can become stained by rinses.

6. Conoid — conical shaped or tapered rollers produce a tight curvature movement; diameter of each end varies; available in a variety of diameters and lengths

Cylindrical — same diameter at each end; used to create straight lines in a hairstyle; provides volume and indentation; used to produce loose curvature movement

7. Varied but standard diameters and lengths; diameter of a roller is the distance across the center of the roller end and determines the size of the curl produced; standard diameters range from ⅝" to 1½"; standard lengths vary from 1¼" to 2¾"; filler rollers are small rollers used in spots where a larger roller will not fit

8. They control hair for easy response to setting techniques, give greater styling control, and produce a more resilient curl.

9. Gels — used in wet settings; semisolid form can be used concentrated or diluted and requires a longer drying time

   Liquids — easy to apply and spread; available in thermal and non-thermal formulas; quick drying

   Mousses — easy to use aerosol form; medium drying time; can be applied concentrated or sparingly

10. Used to spray set hair; applied before drying to produce crispness; used to hold hair during a comb-out and for a light net effect after styling; available in spray-pump bottles and in aerosol

OBJECTIVE 3

1. b
2. a
3. c
4. d

OBJECTIVE 4

1. Page boy
2. Half-bang
3. French twist
4. Flip
5. Gibson girl
6. Hair under
7. Full-bang
8. Without bang

OBJECTIVE 5

1. Sanitize hands before and after each client.
2. Use a clean towel for each client.
3. Sanitize implements after each client.
4. Do not use objects that are dropped on the floor until they have been sanitized.
5. Do not allow shampoo, rinse, or setting lotion to get into the client's eyes.
6. Do not place implements in your mouth.
7. Avoid placing implements in uniform pockets.
8. Do not use brush rollers for sanitary reasons.

OBJECTIVE 6

1. Avoid placing clips on top of roller and hair in order to prevent creases while drying or doing wet setting.
2. Comb hair smooth before placing on a roller.
3. Keep hair wet during roller setting procedure.
4. Avoid clipping rollers together.
5. Select proper diameter and length of roller according to desired style, hair length, and hair texture.
6. Preplan style.
7. Part hair in the direction of the style desired, being sure to use proper bases and stems for volume or indentation.
8. Clip rollers at back and through the base to insure a firm set.

OBJECTIVE SHEET

CUTTING HAIR WITH SCISSORS

IX

INTRODUCTION

Hair cutting is one of the most important services in a salon. It affects many other services. If you can properly cut hair, you are on your way to a successful career in cosmetology. Your training will not be complete until you master the art of haircutting.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify implements and understand the proper techniques in scissor cutting. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with scissor haircuts to their correct definitions.
2. Label implements used in scissor haircuts.
3. Identify scissor haircutting techniques.
4. List safety procedures.
5. List sanitation and sterilization procedures.
6. Section hair for basic haircut. (Job Sheet 1)
7. Perform a low elevation haircut. (Job Sheet 2)
8. Perform a high elevation haircut. (Job Sheet 3)

SUGGESTED ACTIVITIES

CUTTING HAIR WITH SCISSORS

IX

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Invite guest speakers.

  — Invite a State Board inspector and a health department inspector to talk about safety, sanitation, and sterilization rules and regulations.

  — Invite professional cosmetologists and a barber to demonstrate their creative techniques of haircutting.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Order films, videotapes, and other materials to supplement the unit.

  — See suggested resources and unit references.

- Take the class on a field trip to a salon that specializes in haircuts.

- Make arrangements for any audiovisual equipment that will be needed for this unit.

- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with scissor haircuts to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Label implements used in scissor haircuts.

- Have a hands-on demonstration of all the implements used in scissor cuts.

Objective 3: Identify scissor haircutting techniques.

- Go over the basic sections of a haircut with students using a mannequin.
- Remind students that every hairstyle revolves around the basic haircut.

Objective 4: List safety procedures.
Objective 5: List sanitization and sterilization procedures.

- Review safety, sanitation, and sterilization procedures.

APPLICATION

Objective 6: Section hair for basic haircut.
Objective 7: Perform a low elevation haircut.
Objective 8: Perform a high elevation haircut.

- Have students complete Job Sheets 1 — 3.
- Let students practice on mannequins. They should practice the basic cut first before advancing to trendy or creative haircuts.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *The Chart Method of Haircutting* by Nicholas. Units titled: *#1—Vertical Layering, #2—Rounded Gradation, #3—One Length, #4—One Length Plus.* ISBN 0-87350-681-2. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS, four parts)
- *Cosmetology: Preparation for Licensing.* Unit titled *Hair Shaping and Styling Review.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips on video, six parts, 81 minutes)
- *Haircutting and Hairstyling* by Kenneth of London. Units titled: *Haircutting Part 1*, ISBN 0-87350-687-1; *Haircutting Part 2*, ISBN 0-87350-688-X. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta)
- *Hair Shaping.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included.)

- *Layering and Graduation Haircutting* by House of Michael. Units titled: *0°-Solid Line #1*, ISBN 0-87350-708-8; *Heavy Layering-Above 90° #2*, ISBN 0-87350-709-6; *Equal Blend or Uniform-90° #3*, ISBN 0-87350-710-X; *High Graduation 45°-90° #4*, ISBN 0-87350-711-8; *Light Layering-Above 90° #5*, ISBN 0-87350-712-6; *Graduated Bob 0°-45° #6*, ISBN 0-87350-713-4. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS, six parts)

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Coletti, Anthony B. *Competency in Cosmetology*, 2nd ed. Keystone Publications: New York, NY, 1985.
- Dalton, John. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

CUTTING HAIR WITH SCISSORS

OBJECTIVE 1

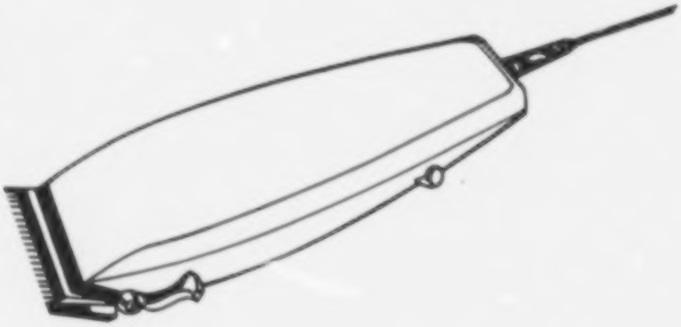
Match terms associated with scissor haircuts to their correct definitions.

- **45° (degrees)** — half of 90° (degrees) or half of a right angle
- **cowlick** — tuft of hair standing up on the head, usually in the crown or hairline
- **density** — the amount of hair per square inch; the degree of thickness or thinness
- **occipital bone** — bone that forms the back of head
- **parietal bones** — two bones that form the sides and top of the cranium
- **perimeter** — circumference or outer edge of haircut
- **perpendicular** — at right angles or 90° (degrees) from the plane
- **temporal bone** — bone at side and base of the skull
- **texture** — fineness or coarseness of hair

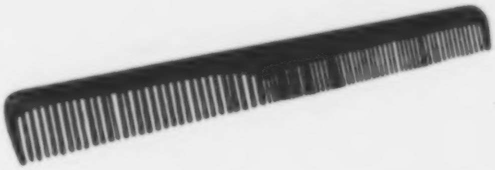
OBJECTIVE 2

Label implements used in scissor haircuts.

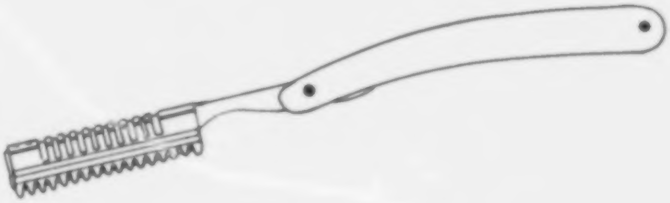
- **clippers** — used to shape neckline hair and clean up neckline area in short hairstyles; can be electric or rechargeable



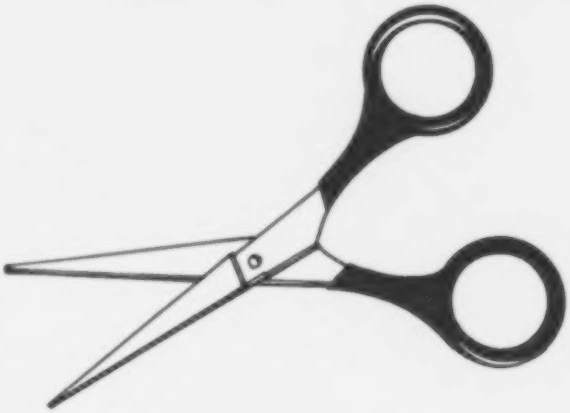
- **haircutting comb** — standard size comb with both fine and coarse teeth



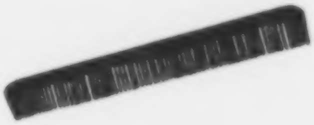
- **razor** — shortens or thins wet hair



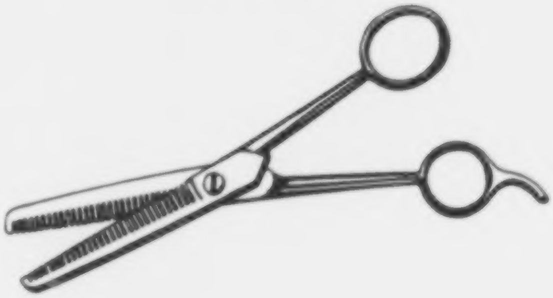
- **scissors (shears)** — used to cut wet and dry hair blunt or with a slithering movement



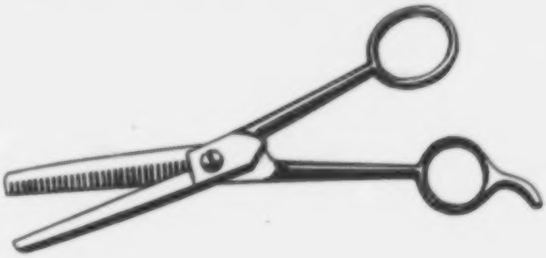
- **styling comb** — used on any texture hair; has a numbered scale on its back for measuring length



- **thinning shears (double notch)** — remove bulk from hair without removing any length



- **thinning shears (single notch)** — remove bulk and thin more hair per cut without removing any length



OBJECTIVE 3

Identify scissor haircutting techniques.

Scissor cutting is the most versatile and widely used method of haircutting. There are many techniques for creating different hairstyles and effects. Haircutting techniques are the same whether used on an adult or a child.

NOTE: When cutting children's hair, special considerations must be made. Children normally have a short attention span and do not like to sit still for extended periods of time. Therefore, children's hairstyles should be kept simple and cutting time kept as short as possible.

- **bi-level cut** — cut that is short on sides and long at the nape
- **blunt cut** — cut that is straight across with no tapering
- **elevation** — height at which a strand of hair is held to be cut
- **feather cut** — cut that is short and layered on top and sides; styled away from the face
- **graduation** — graduated shortening of hair
- **guideline** — a strip of hair the length to be cut throughout the haircut
- **high elevation** — cut in which hair is lifted to the top of its section to produce a layered effect
- **low elevation** — cut in which hair is held at its lowest point to produce maximum bulk at the perimeter
- **scissor-over-comb** — lifting of hair with a comb then cutting with scissors on top of the comb
- **shingling** — cut in which the nape area is kept short and the hair gradually gets longer in the crown area
- **slithering** — cut which is also called effiliating; removal of length and bulk from the hair ends
- **tapering** — technique in which hair is cut in graduated lengths

- **thinning** — removal of bulk

  NOTE: The hair texture dictates the point at which thinning should begin. Fine hair may be thinned closer to the scalp. Coarse hair should be thinned 1½" away from scalp to prevent hair from protruding through finished hairstyle. Avoid thinning hair around the hairline, in the part, or on hair ends.

- **undercut** — technique in which the first layer of hair is cut short, and hair is gradually cut longer with each layer brought down

OBJECTIVE 4 **List safety procedures.**

- Do not talk to anyone other than your client when cutting hair.

  NOTE: Even minor distractions can cause an accident, such as a cut finger or an uneven cut. You do not want to injure your client or yourself. By paying attention to your work, you can prevent a serious cut or stab in the face or neck area.

- Observe caution when cutting around the client's eyes, ears, face, neck, and nose.

⚠ **CAUTION:** Special considerations need to be made when cutting children's hair. You must be ready to pull implements back quickly when children wiggle or move to keep from cutting or injuring them.

- Do not play with scissors or twirl them on your fingers.

⚠ **CAUTION:** The scissors could fly off your finger and hit someone, causing serious injury.

OBJECTIVE 5 **List sanitation and sterilization procedures.**

- Sanitize your hands before and after each client.
- Sanitize haircutting implements and equipment with 70% alcohol before and after each client.

- Sweep up hair after each haircut.

CAUTION: Hair left on the floor can be slippery and can cause someone to fall. Hair that is not disposed of can also be hazardous to your health if particles are inhaled or swallowed.

- When not in use, store implements and equipment properly.
- Never put scissors in your pocket.

CAUTION: To safeguard the health of your client and yourself, it is of utmost importance that good sanitation and sterilization procedures are followed.

- If scissors or other implements are dropped, sanitize them before using again.

JOB SHEETS 1 and 2

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  ORAL COMMUNICATION SKILLS

  - Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.

- Have them read the instructions several times, noting the key words and ideas.

- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.

- If students have difficulty communicating with clients/customers:

  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.

  - Discuss the importance of courtesy and how it affects employee/customer communication.

- If students have difficulty interacting with clients/customers

  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.

  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.

  - Discuss the importance of body language and posture.

  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:

  - Review the pertinent training. Compare the new situation to the training situation.

  - Examine ways in which training can be used in the new situation.

- If students have difficulty mastering a specific job task/procedure:

  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

JOB SHEET 3 Development of:

READING SKILLS
MATHEMATICS SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM
SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, mathematics, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

MATHEMATICS SKILLS

- Using English & metric measures

ORAL COMMUNICATION SKILLS

- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes

- If students have difficulty using English and metric measures:
  - Review units of measurement used in this exercise.

    EXAMPLE: Draw a 45° angle on the board.
- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheets 1 and 2.

JOB SHEET 1 — CUTTING HAIR WITH SCISSORS — IX

OBJECTIVE 6

Section hair for basic haircut.

INTRODUCTION

Sectioning is the first step you should perform when cutting hair. It is critical for the sectioning to be accurate in order to shape hair properly. This job sheet will cover sectioning hair for a basic cut.

IMPLEMENTS AND EQUIPMENT

- Styling comb
- Clips
- Shampoo cape
- Towel
- Water bottle

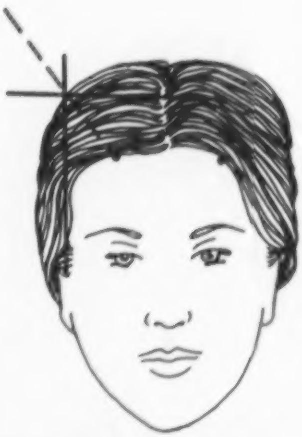
SUPPLIES

- Shampoo
- Neck strip

PROCEDURE

1. Sanitize hands.
2. Drape client for shampoo. Have client remove and safeguard jewelry.
3. Shampoo hair.
4. Remove tangles.
5. Comb hair straight back away from face.
6. Locate the points to divide the top from the side section. (Figure 1)

FIGURE 1



Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

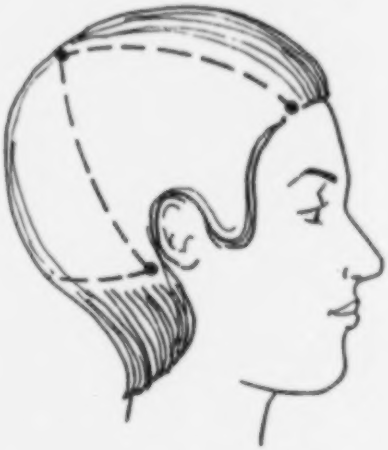
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

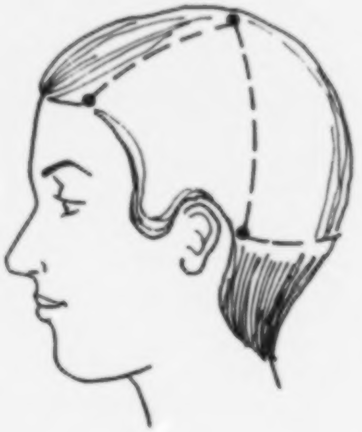
7. Part off top section of either side of the head. (Figure 2)

FIGURE 2



8. Complete top section by connecting the two sides at highest point on the head; clip securely. (Figure 3)

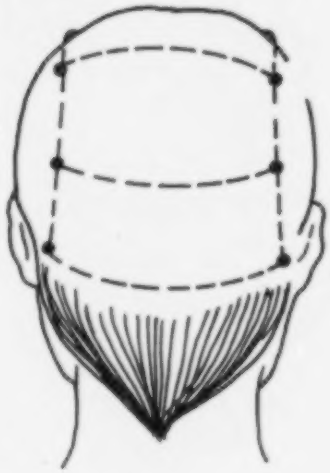
FIGURE 3



NOTE: The highest point of the head is easy to see by making a center part in the hair and then viewing the patron from the side.

9. Follow protrusions on the sides around the occipital bone in crown area; clip securely. (Figure 4)

FIGURE 4



NOTE: With the crown area parted and clipped, the right amount of hair should be left in the nape area.

10. Clip sides securely.

11. Sanitize work area, implements, equipment, and hands.

12. Have instructor evaluate your work.

JOB SHEET 2

CUTTING HAIR WITH SCISSORS

OBJECTIVE 7 **Perform a low elevation haircut.**

INTRODUCTION This is a basic method for cutting any one-length style. The total look of the cut is determined by the lower angle you use. Every haircut has an outline that gives it shape. (Figure 1)

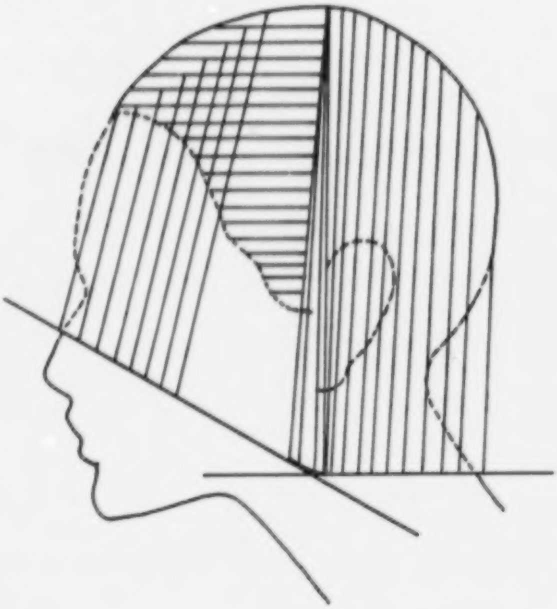
IMPLEMENTS AND EQUIPMENT

- Styling comb
- Clips
- Shampoo cape
- Towel
- Water bottle
- Scissors

SUPPLIES

- Shampoo
- Neck strip

FIGURE 1



PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.

2. Discuss the type of haircut to be given.

3. Drape client for a shampoo. Have client remove and safeguard jewelry.

   NOTE: Analyze length and texture of client's hair during the brushing and shampooing procedure.

4. Brush and shampoo hair.

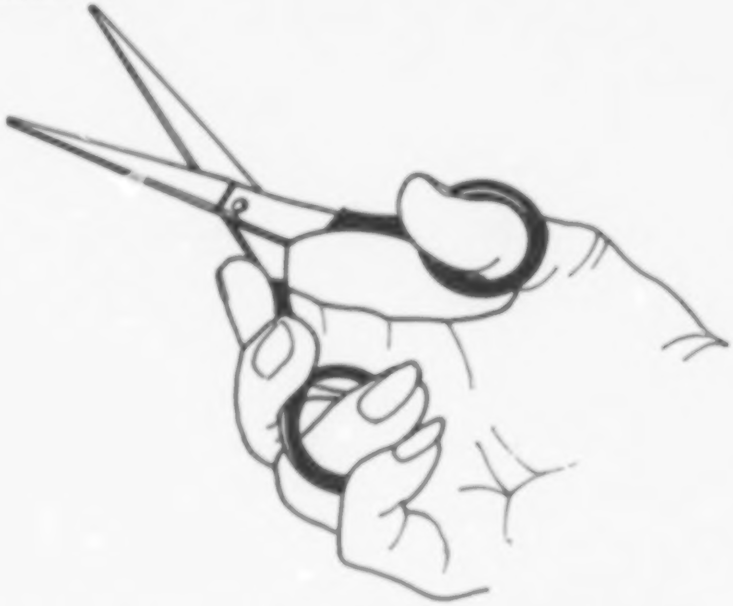
5. Remove tangles.

6. Section the hair using the basic haircut sectioning procedure.

7. Part off guidelines around hairline.

8. Hold scissors in cutting position. (Figure 2)

FIGURE 2



   a. Place your ring finger in smaller handle opening (finger ferrule).

b. Place your little finger on the tail of the opening (the tang).

c. Place your middle finger on the shank under the finger ferrule.

d. Place your index finger near the middle of the shears to aid in balance and control when cutting.

e. Place your thumb in the larger handle opening (thumb ferrule).

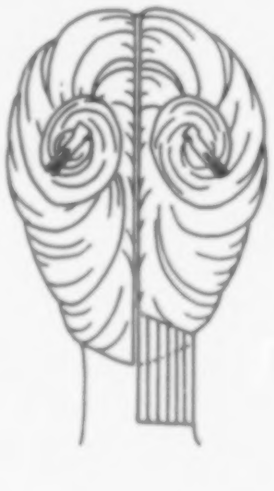
9. Set the exact length for the back by cutting a guideline using the scissors.

NOTE: Cut the guideline by beginning in center of nape and working toward the ear on each side in nape area. Always stand in a direct line with the area to be cut.

NOTE: The client's head and body should be at a vertical level to avoid improper lengths. You may want the client to stand if the hair is long.

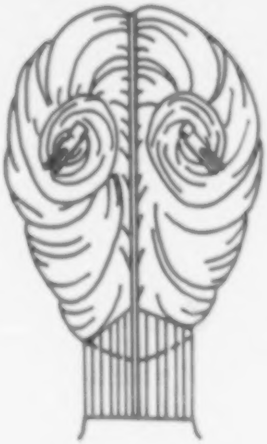
10. Slice a triangle parting at lower nape area and comb parallel to the center part of the nape. (Figure 3)

FIGURE 3



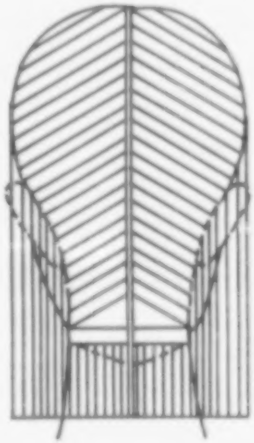
11. Repeat step number 10 on other side. (Figure 4)

FIGURE 4



12. Continue the same triangular partings throughout the back of the head. (Figure 5)

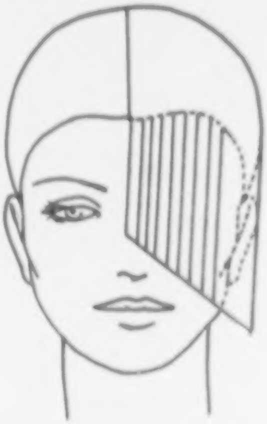
FIGURE 5



13. Move to the side of the head.

14. Set guideline length from the center hairline to the previously cut back area by combing guidelines very slightly forward and cutting down desired angle. (Figure 6)

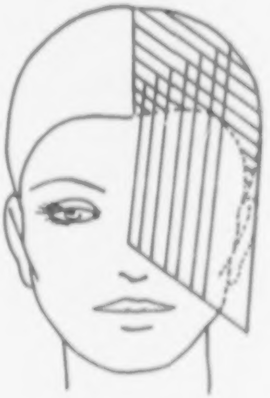
FIGURE 6



NOTE: Side and back section should blend.

15. Continue working up through the center part with small horizontal partings. (Figure 7)

FIGURE 7

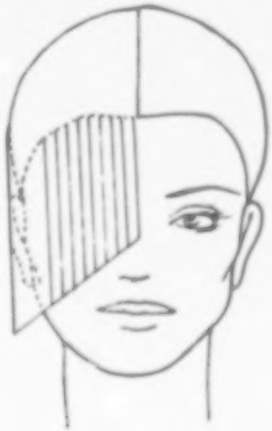


NOTE: The angle at which you cut this section determines whether the style appears to be all one length or a circle cut as this one is.

16. Complete one side of the front of head.

17. Continue on the opposite side of the head, setting the guideline and making small horizontal partings to complete the entire head. (Figure 8)

FIGURE 8



18. Check each side and the back of the haircut for equal lengths.

19. Style hair as desired.

20. Sanitize work area, implements, equipment, and hands.

21. Have instructor evaluate your work.

JOB SHEET 3 — CUTTING HAIR WITH SCISSORS — IX

OBJECTIVE 8

Perform a high elevation haircut.

INTRODUCTION

The high elevation cut is used to create a layered cut. The hair is lifted to the top of its section to produce the layered effect. This job sheet will give you practice in cutting layered or high elevation cuts.

IMPLEMENTS AND EQUIPMENT

- Combs
- Clips
- Shampoo cape
- Towel
- Scissors
- Water bottle

SUPPLIES

- Shampoo
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Math Application Skills
- Use English and metric measures

Interactive Communication Skills
- Communicate with clients/customers

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Analyze client's facial features.
4. Discuss desired style.
5. Shampoo hair.
6. Remove tangles.
7. Section hair.

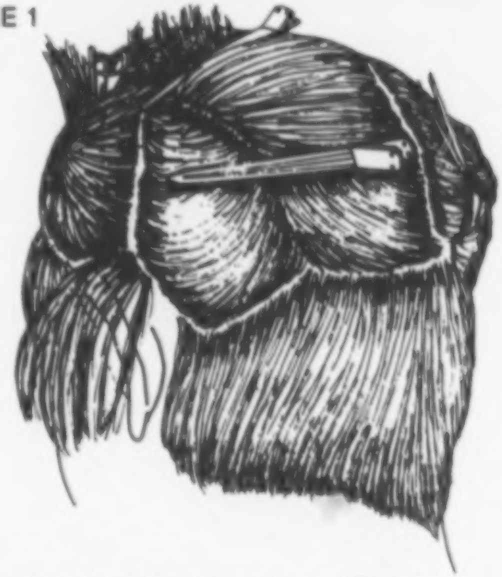
General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

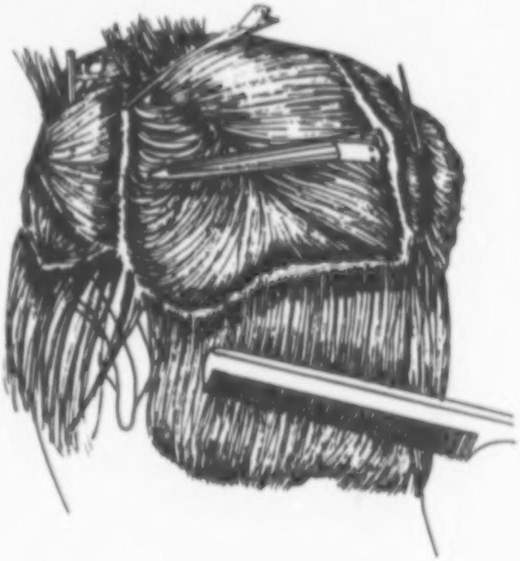
8. Part off a 1" section of hair from the center of the nape across to the left ear along the hairline. (Figure 1)

FIGURE 1



9. Comb guide hair down evenly. (Figure 2)

FIGURE 2



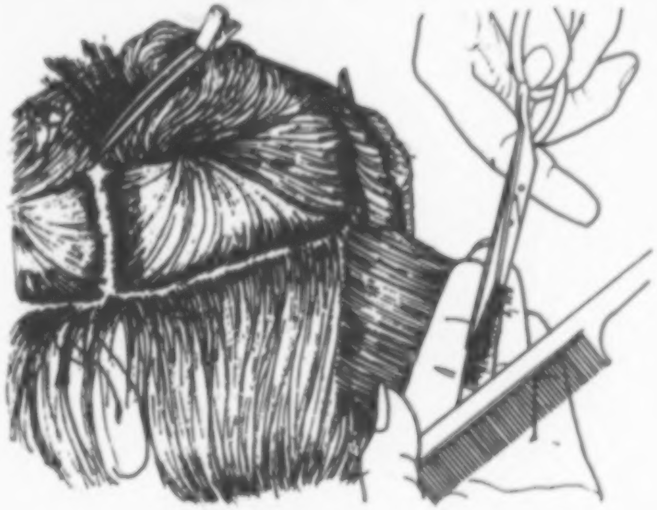
10. Cut guideline according to preplanned style.

NOTE: Be sure that patron's legs are not crossed and that the head is properly angled to prevent the body from being off balanced, causing an uneven haircut.

11. Subsection a 45° angled section of the hair above the guideline, and lift it out from the head using the correct elevation for planned length and holding the hair between the middle and index fingers. (Figure 3)

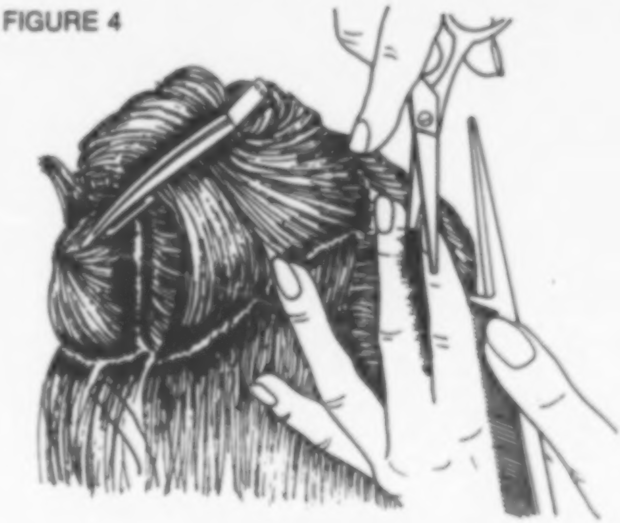
NOTE: Some cosmetologists prefer to hold the hair and cut from underneath the fingers and some prefer cutting over the fingers.

FIGURE 3



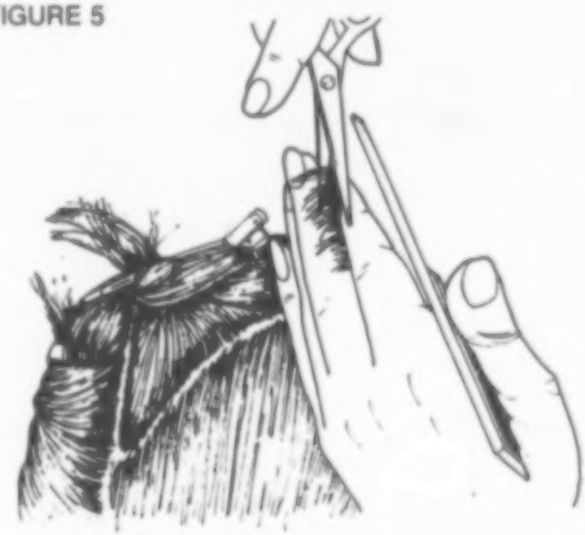
12. Cut the second section using the first section as a guide and allowing for a slight graduation. (Figure 4)

FIGURE 4



13. Continue sub-sectioning 45° angle sections to the top of the crown by lifting, cutting, and using each section as a guide for the next section. (Figure 5)

FIGURE 5



NOTE: Remember that each section already cut is the guideline for the next section.

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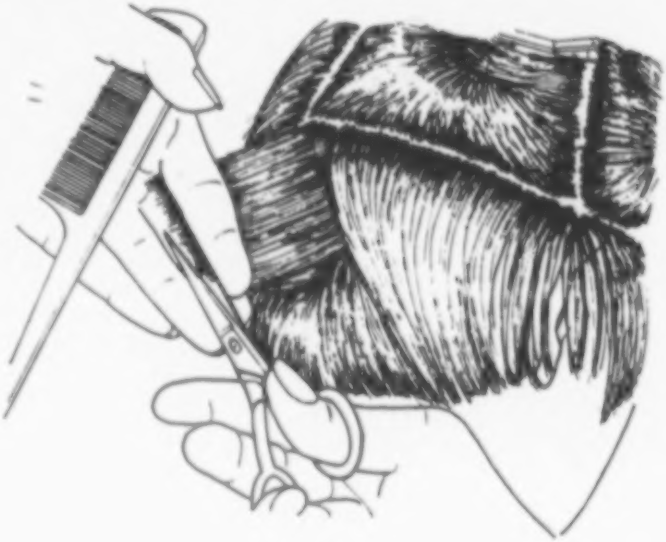
14. Part off a 1" section of hair from the center of the nape across to the right ear along the hairline.

15. Set guideline following the guideline on the left.

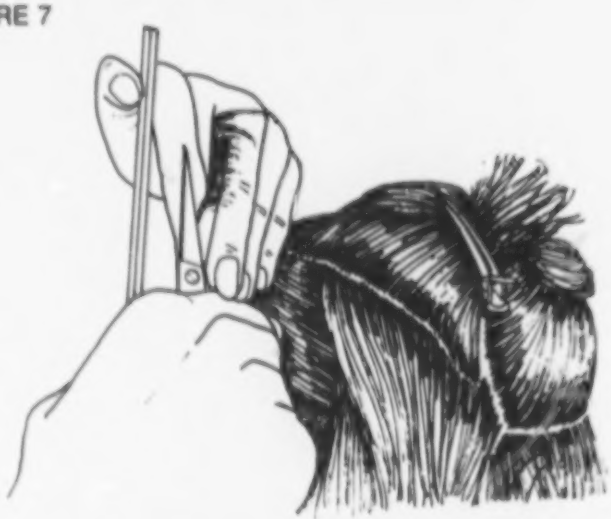
16. Sub-section a 45° angled section of hair above the guideline, and lift it out from the head, holding the hair between the middle and index fingers. (Figure 6)

FIGURE 6



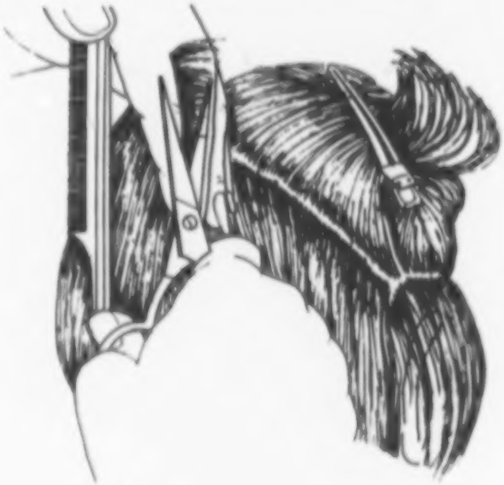
17. Cut the second section using the first section cut as a guide and allowing for a slight graduation. (Figure 7)

FIGURE 7



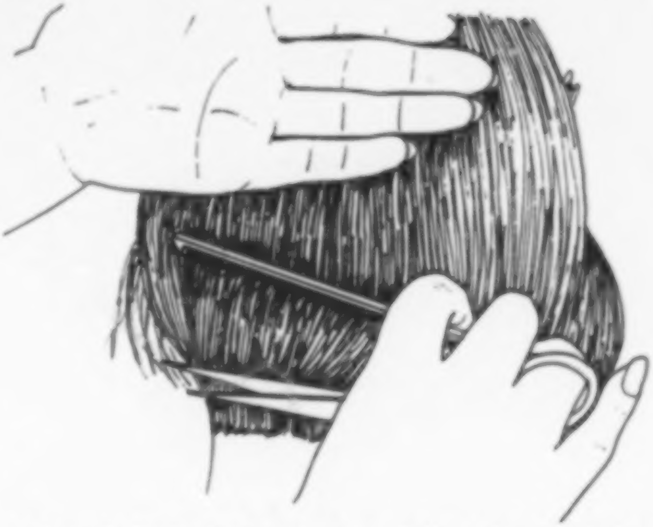
18. Continue sub-sectioning 45° angled sections to the top of the crown by lifting, cutting, and using each section as a guide for the next section. (Figure 8)

FIGURE 8



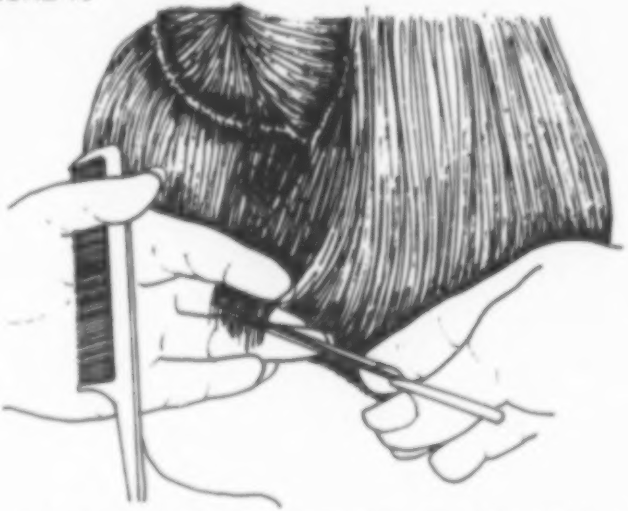
19. Comb hair neatly down in back, checking for shape and any long hairs. (Figure 9)

FIGURE 9



20. Make a 1" horizontal parting from behind the ear straight across toward the center of the eye, and cut a guideline. (Figure 10)

FIGURE 10

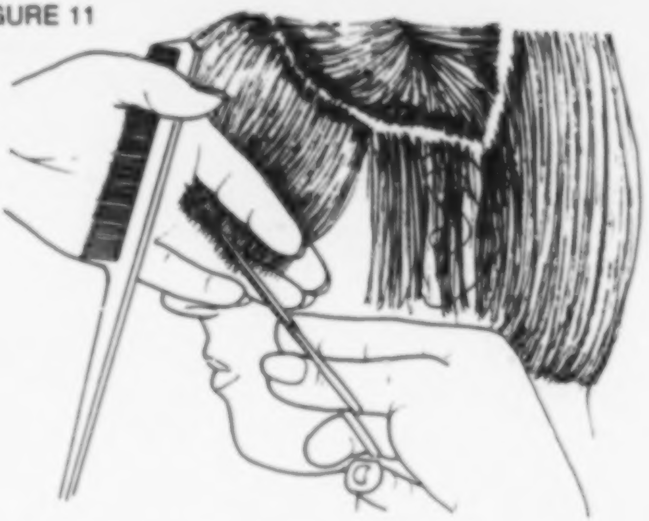


NOTE: Allow for each protrusion. Do not cut the guideline too short.

21. Comb guideline hair down against the cheek and neck.

22. Part hair at a horizontal angle toward the face. (Figure 11)

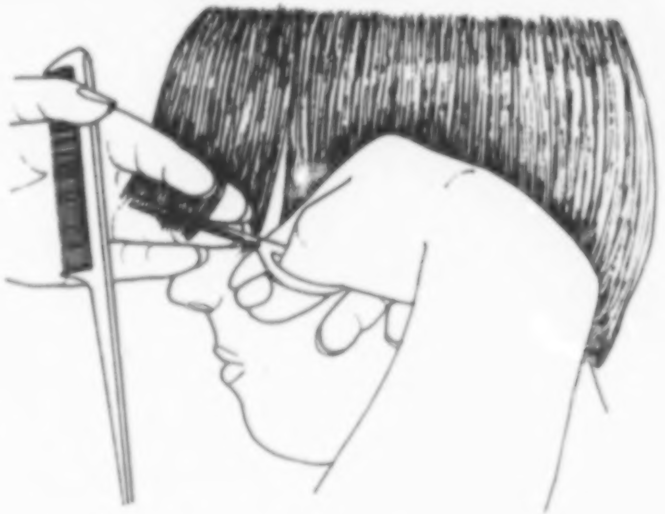
FIGURE 11



NOTE: Work at a 45° angle and graduate the hair according to the degree of elevation planned.

23. Comb hair down against the cheekbone and cut into the shape of the guideline, leaving it ¼" longer than guideline to compensate for lift when the hair is dry. (Figure 12)

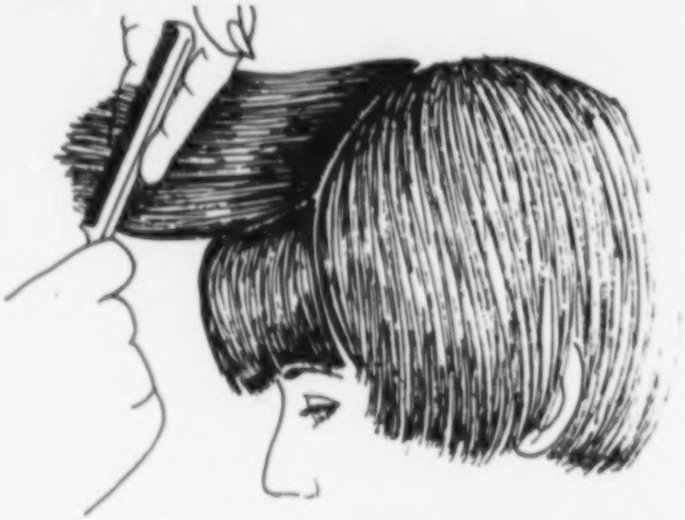
FIGURE 12



24. Continue sectioning and cutting up to the top of the head.

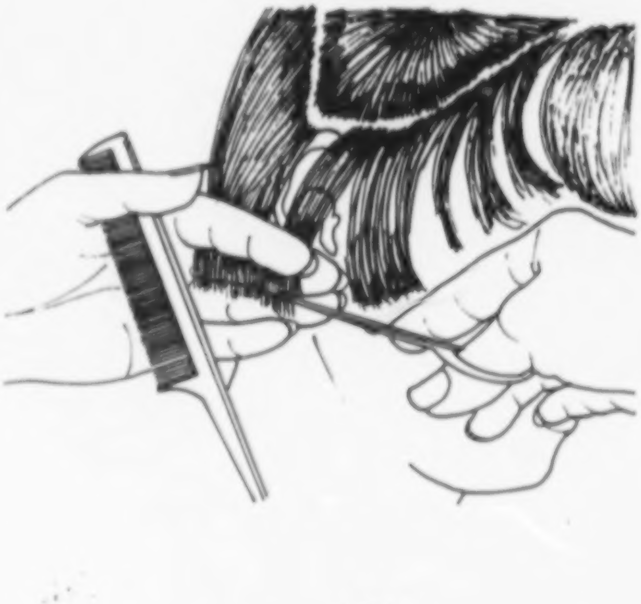
25. Take sections from the crown area and bring them forward, checking for blend with preceding layers. (Figure 13)

FIGURE 13



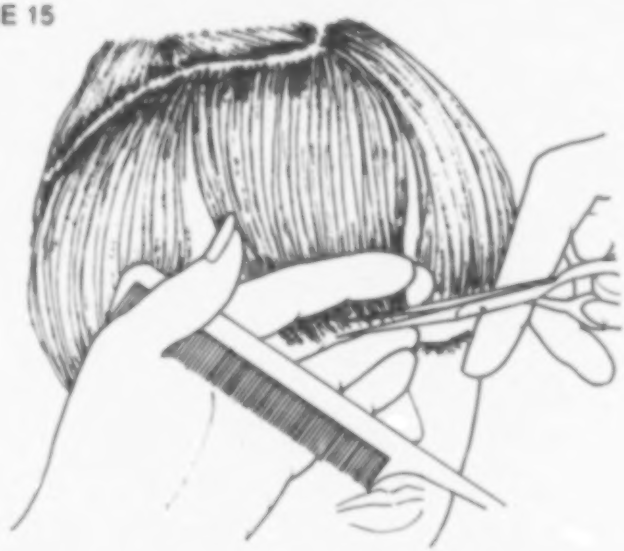
26. Part opposite side using a 1" horizontal parting from behind the ear straight across toward the center of the eye; cut guideline. (Figure 14)

FIGURE 14



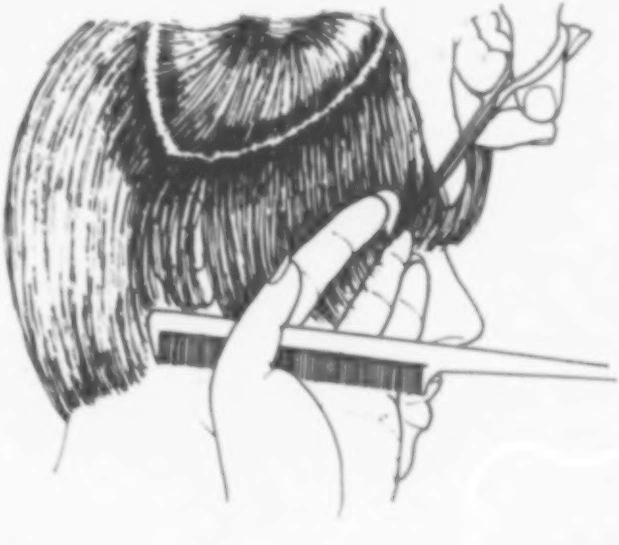
27. Part hair at a horizontal angle toward the face. (Figure 15)

FIGURE 15



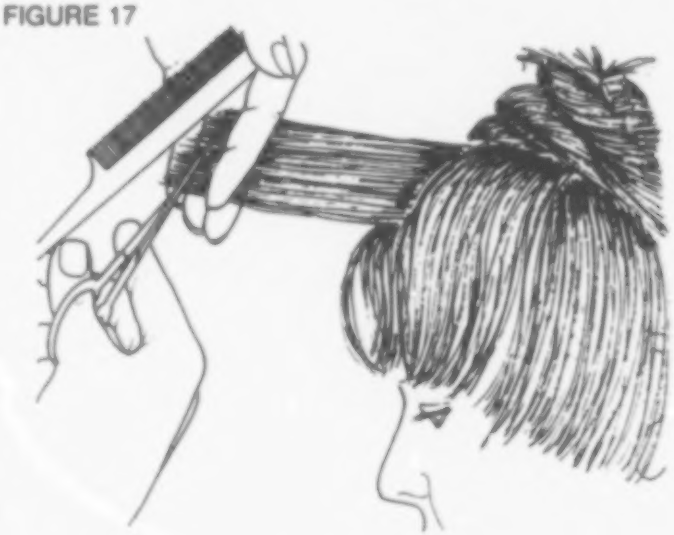
28. Comb hair down against the cheekbone and cut into the shape of the guideline, leaving it ¼" longer than guideline to compensate for lift when the hair is dry. (Figure 16)

FIGURE 16



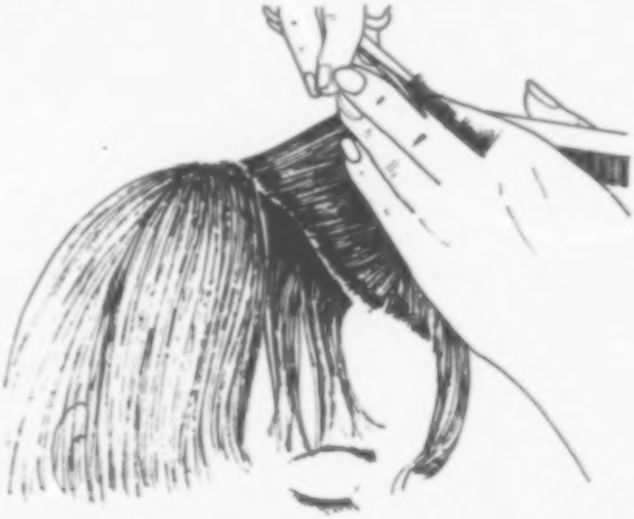
29. Continue sectioning and cutting the side up to the top of the head. (Figure 17)

FIGURE 17



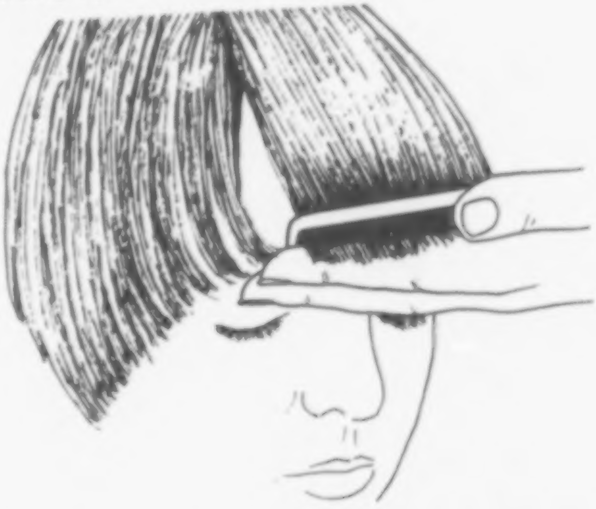
30. Take sections from the crown area and bring them forward, checking for blend with preceding layers. (Figure 18)

FIGURE 18



31. Comb hair down on both sides, checking for shape and for any long hairs. (Figure 19)

FIGURE 19

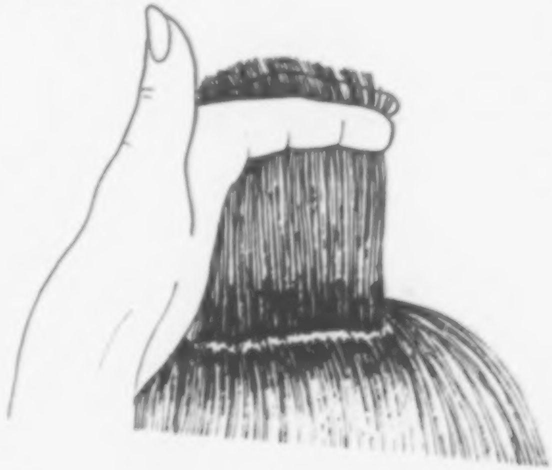


CAUTION: Use extreme care when cutting around the eye area.

---

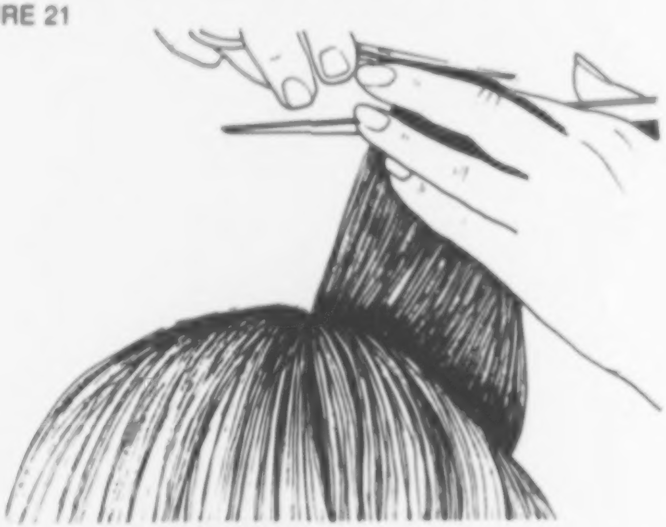
32. Check hair by taking a vertical center part from both sides of the back and checking for length blend. (Figure 20)

FIGURE 20



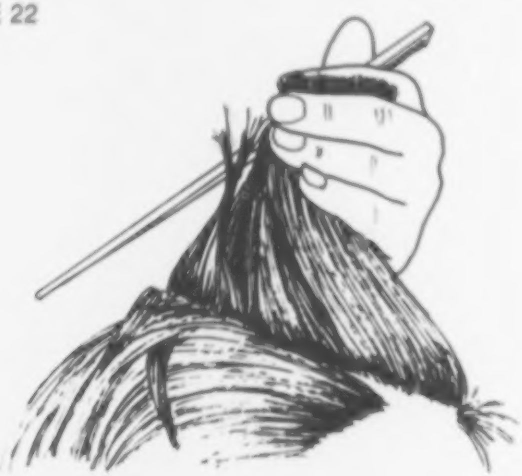
33. Continue by sectioning horizontal partings across the entire back of the head, checking for blend. (Figure 21)

FIGURE 21



34. Take parts across the front, checking for blend and slight graduation of hair. (Figure 22)

FIGURE 22

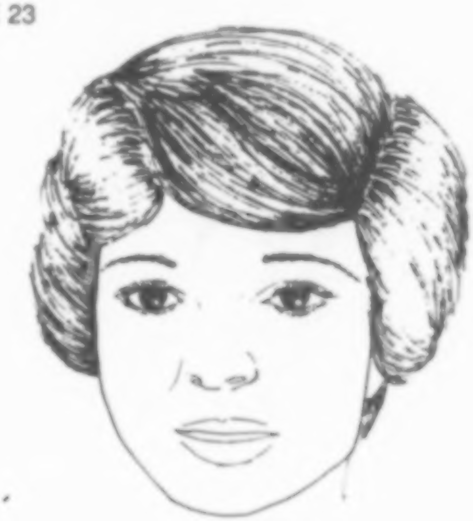


35. Comb the front section forward and check for blending of sides and top.

36. Comb hair from the crown forward and check for any long hairs, taking care to shape and balance the haircut.

37. Style hair. (Figure 23)

FIGURE 23



38. Sanitize work area, implements, equipment, and hands.

39. Have instructor evaluate your work.

PRACTICAL TEST 1

CUTTING HAIR WITH SCISSORS

IX

JOB SHEET 1

Section hair for basic haircut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Shampooed hair	___	___
4. Combed out hair	___	___
5. Parted off top section	___	___
6. Sectioned sides	___	___
7. Sectioned crown area	___	___
8. Sectioned nape area	___	___
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair correctly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

CUTTING HAIR WITH SCISSORS

IX

JOB SHEET 2

Perform a low elevation haircut.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Determined haircut to be given	___	___
3. Draped client for shampoo; had client remove and safeguard jewelry	___	___
4. Shampooed hair	___	___
5. Removed tangles	___	___
6. Sectioned hair	___	___
7. Cut back	___	___
8. Cut sides	___	___
9. Cut front	___	___
10. Checked haircut	___	___

	Yes	No
11. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair correctly	4	3	2	1
Cut hair correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

CUTTING HAIR WITH SCISSORS

IX

JOB SHEET 3

Perform a high elevation haircut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client, had client remove and safeguard jewelry	___	___
3. Discussed hairstyle with client	___	___
4. Shampooed hair	___	___
5. Removed tangles	___	___
6. Sectioned hair	___	___
7. Cut guideline according to preplanned style	___	___
8. Cut hair	___	___
9. Continued sub-sectioning until haircut was completed	___	___
10. Checked haircut	___	___

		Yes	No
11.	Styled hair	___	___
12.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair correctly	4	3	2	1
Completed a high elevation cut	4	3	2	1
Cut hair correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

CUTTING HAIR WITH SCISSORS

IX

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with scissor haircuts to their correct definitions. Write the correct letters in the blanks.

___ 1. Bone that forms the back of the head

___ 2. Two bones that form the sides and top of the cranium

___ 3. Fineness or coarseness of hair

___ 4. Bone at side and base of the skull

___ 5. Half of 90° (degrees) or half of a right angle

___ 6. Tuft of hair standing up on the head, usually in the crown or hairline

___ 7. Circumference or outer edge of haircut

___ 8. At right angles or 90° (degrees) from the plane

___ 9. The amount of hair per square inch; the degree of thickness or thinness

a. occipital bone

b. temporal bone

c. cowlick

d. parietal bones

e. texture

f. perimeter

g. 45° (degrees)

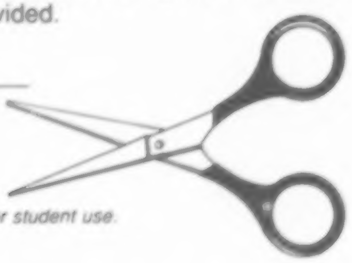
h. perpendicular

i. density

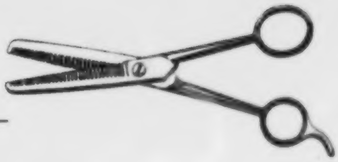
OBJECTIVE 2

Label implements used in scissor haircuts. Write your answers in the blanks provided.

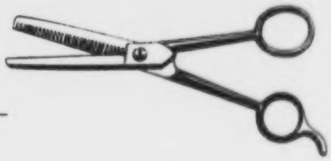
1. ____________



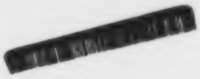
May be photocopied for student use.



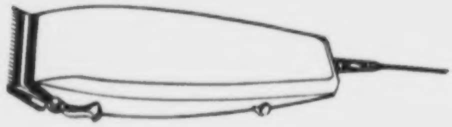
2. ______________



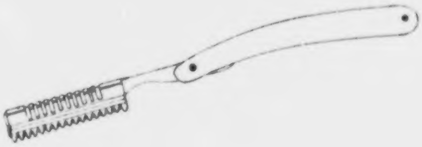
3. ______________



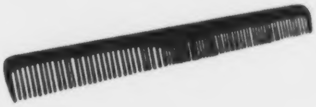
4. ______________



5. ______________



6. ______________



7. ______________

May be photocopied for student use.

OBJECTIVE 3

Identify scissor haircutting techniques. Write the correct techniques in the blanks below.

1. ____________________ Cut that is straight across with no tapering
2. ____________________ Graduated shortening of hair
3. ____________________ Technique in which hair is cut in graduated lengths
4. ____________________ Cut that is short on sides and long at the nape
5. ____________________ Removal of bulk
6. ____________________ Height at which a strand of hair is held to be cut
7. ____________________ Cut which is also called effiliating; removal of length and bulk from hair ends
8. ____________________ Cut in which hair is lifted to the top of its section to produce a layered effect
9. ____________________ Lifting of hair with a comb then cutting with scissors on top of the comb
10. ____________________ Technique in which the first layer of hair is cut short, and hair is cut longer with each layer brought down
11. ____________________ Cut in which the nape area is kept short and the hair gradually gets longer in the crown area
12. ____________________ Cut in which hair is held at its lowest point to produce maximum bulk at the perimeter

May be photocopied for student use.

13. ______________ A strip of hair the length to be cut throughout the haircut

14. ______________ Cut that is short and layered on top and sides; styled away from the face

OBJECTIVE 4

List safety procedures. List three safety procedures on the lines below.

1. ____

____

2. ____

____

3. ____

____

OBJECTIVE 5

List sanitation and sterilization procedures. List six procedures on the lines below.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

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6. ______________________________

____

NOTE: Objectives 6-8 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

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WRITTEN TEST ANSWERS

CUTTING HAIR WITH SCISSORS

IX

OBJECTIVE 1

1. a
2. d
3. e
4. b
5. g
6. c
7. f
8. h
9. i

OBJECTIVE 2

1. scissors
2. double notch thinning shears
3. single notch thinning shears
4. styling comb
5. clippers
6. razor
7. haircutting comb

OBJECTIVE 3

1. blunt cut
2. graduation
3. tapering
4. bi-level cut
5. thinning
6. elevation
7. slithering
8. high elevation
9. scissor-over-comb
10. undercut
11. shingling
12. low elevation
13. guideline
14. feather cut

OBJECTIVE 4

Answer should include the following:

- Do not talk to anyone other than your client when cutting hair.
- Observe caution when cutting around the client's eyes, ears, face, neck, and nose.
- Do not play with scissors or twirl them on your fingers.

OBJECTIVE 5

Answer should include the following:

- Sanitize your hands before and after each client.
- Sanitize haircutting implements and equipment with 70% alcohol before and after each client.
- Sweep up hair after each haircut.
- When not in use, store implements and equipment properly.
- Never put scissors in your pocket.
- If scissors or other implements are dropped, sanitize them before using again.

OBJECTIVE SHEET

CUTTING HAIR WITH A RAZOR

X

INTRODUCTION

Razor cutting, combined with the use of scissors, thinning shears, and clippers is one of the major artistic skills employed by the modern hair shapist. Hair shaping affects many other services you will perform such as permanent hair coloring, chemical relaxing, waving, and hair styling in general.

Razor cutting is a very demanding skill and is accomplished by mastering many small steps rather than performing a few large steps. The hair shapist will be guided in selecting the proper hairstyle by determining the client's wishes and analyzing the client's hair forms and texture. Such considerations will help determine the appropriate selection of the razor as the implement of choice in hair shaping.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify proper supplies and implements used in razor cutting. The student will be able to properly and safely sterilize and maintain his/her equipment, analyze the client's hair form and texture, master razor and comb handling, and perform basic hair shaping tasks using razor cutting techniques. The student will demonstrate these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with razor cutting to their correct definitions.
2. Label implements and supplies.
3. Label parts of a razor.
4. Complete statements about hair texture and density.
5. Select from a list true statements about sterilizing and maintaining razor cutting implements.

6. Section hair for a razor cut. (Job Sheet 1)

7. Master razor and comb handling. (Job Sheet 2)

8. Give a zero elevation cut. (Job Sheet 3)

9. Give a 45 degree (45°) cut. (Job Sheet 4)

10. Give a 90 degree (90°) cut. (Job sheet 5)

11. Perform thinning, undercutting, and slithering. (Job Sheet 6)

12. Shave the neck. (Job Sheet 7)

SUGGESTED ACTIVITIES

CUTTING HAIR WITH A RAZOR

X

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
    - Invite a professional hair shapist from a local salon to speak to the class.
    - Invite a beauty supply distributor to set up a display with appropriate implements and supplies and to speak to the class about types of razors, safe usage, and maintenance.
    - Invite a state board inspector to discuss sanitization.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other media to supplement the unit.
    - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with razor cutting to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Label implements and supplies.

- Use Transparency Master 1.

- Prepare a demonstration table for the classroom, with implements and supplies to be used in this unit of study.

Objective 3: Label parts of a razor.

- Use a razor to demonstrate where each part is located.

- Use Transparency Masters 2 and 3.

Objective 4: Complete statements about hair texture and density.

- Discuss density and texture with the students.

- Show samples of different hair textures.

Objective 5: Select from a list true statements about sterilizing and maintaining razor cutting implements.

- Discuss terms and their descriptions with the students.

- Prepare a demonstration table for the classroom with sterilizing chemicals and sanitizing equipment to be used in this unit.

- Use Student Supplements 1 and 2 provided.

APPLICATION

Objective 6: Section hair for a razor cut.
Objective 7: Master razor and comb handling.
Objective 8: Give a zero elevation cut.
Objective 9: Give a 45 degree (45°) cut.
Objective 10: Give a 90 degree (90°) cut.
Objective 11: Perform thinning, undercutting, and slithering.
Objective 12: Shave the neck.

- Have the students complete Job Sheets 1 - 7.

- Use Transparency Masters 4 and 5.

EVALUATION

Pretest

- Give written test as pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *The Chart Method of Haircutting*, by Nicolas. Units titled *#1—Vertical Layering, #2—Rounded Graduation, #3—One Length, #4—One Length Plus*. ISBN 0-87350-681-2. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color; VHS, four parts)
- *Cosmetology: Preparation for Licensing*. Unit titled *Hair Shaping and Styling Review*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color filmstrips on video, VHS, 81 minutes, six parts)

- *Haircutting and Hairstyling*, by Kenneth of London. Units titled *Haircutting Part 1*, ISBN 0-87350-687-1; *Haircutting Part 2*, ISBN 0-87350-688-X. Available from Milady Publishing Co., Box 12519, Albany, NY 12212 or call 1-800-836-5239. (Color, VHS or Beta)

- *Hair Shaping*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Filmstrips, four parts, teacher's guide included)

- *Layering and Graduation Haircutting*, by House of Michael. Units titled #1—*0°-Solid Line*, ISBN 0-87350-708-8; #2—*Heavy Layering—Above 90°*, ISN 0-87350-709-6; #3—*Equal Blend or Uniform—90°*, ISBN 0-87350-710-X; #4—*High Graduation 45°-90°*, ISBN 0-87350-711-8; #5—*Light Layering—Above 90°*, ISBN 0-87350-712-6; #6—*Graduated Bob 0°-45°*, ISBN 0-87350-713-4. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS, six parts)

UNIT REFERENCES

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- McDonald, Susan, and Maxine Mottram. *Preparation for Cosmetology Licensing Examinations*. ARCO Publishing, Inc.: New York, NY, 1985.

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

- Sims, Naomi. *All About Hair Care for the Black Woman*. Doubleday and Company, Inc.: Garden City, NY, 1982.

CUTTING HAIR WITH A RAZOR

OBJECTIVE 1

Match terms associated with razor cutting to their correct definitions.

- **blunt cutting** — cutting straight across the hair, without tapering; removes only hair length
- **elevation** — cutting angles used to create different hair shapings; high, low, and even elevations are the three categories of elevation
- **guideline** — a narrow strand of hair at the nape and both sides of the head; cut to a precise length, it establishes the hanging length and general shaping pattern of a hairstyle
- **hair shaping** — the cutting process of shortening, thinning, and tapering the hair using razor, scissors, clippers, and comb to mold the hair into a specific shape; also called haircutting
- **layering** — technique of cutting the hair into varied lengths by tapering and thinning it into many thin layers or steps, each one longer than another
- **neck trim** — using the razor to featheredge the hair at the nape in a graceful tapered effect with no demarcation lines; the hair is shingled into a round, oval, or "V" shape
- **razor cutting** — techniques used with the razor or shaper in cutting or thinning wet hair
- **scissoring** — controlling a hair strand between the index and middle finger of the auxiliary hand
- **slithering** — technique of sliding the razor along the hair shaft with precisely controlled movement and pressure; used to taper hair strands into layers that blend gradually; also called effiliating
- **tangent** — an imaginary straight line, parallel to the head, at any given point on the head's natural curvature

- **tapering** — technique used to control the degree of elevation in a hair shaping, shortening the hair in a graduated effect; also known as feathering, it uses a diagonal cutting angle and removes hair length and bulk at the same time
- **thinning** — decreasing the thickness or bulk of the hair where it is too heavy; thinning strokes are determined by the density and texture of the hair
- **undercutting** — technique used to cut the underside strands of hair so they are shorter than the outerside strands; hair strand is directed to a low elevation and cut at a horizontal angle from the underside of the strand by sliding the razor along the strand

OBJECTIVE 2 **Label implements and supplies.**

Razors

Also called shapers, razors are implements used to shorten, shape, and thin the hair. Usually made of high-quality stainless steel, razors are very versatile.

NOTE: When using a razor, the hair must **always** be wet or damp. Hair will pull when dry cut and cause the blade to dull.

There are two types of razors:

- **safety shaper** — both single and double edge shapers have a blade guard over the cutting edge. This safety guard prevents accidental cutting of the skin. Safety razors use disposable blades that are easy and inexpensive to use.
- **straight razor** — this is a shaper with a fixed blade and no safety guard. The edge of a safety razor must be resharpened when it becomes dull.

Combs

Primarily two types of combs are used for hair shaping.

- **styling comb** — usually seven inches long, it has both fine and course teeth. The backs of some styling combs have a numbered scale that can be used to measure lengths of hair. These combs can be used on any texture of hair and are used to control the hair during the shaping.

- **barber comb** — longer than a styling comb and usually very flexible, a barber comb is used to taper a short, close, neckline trim.

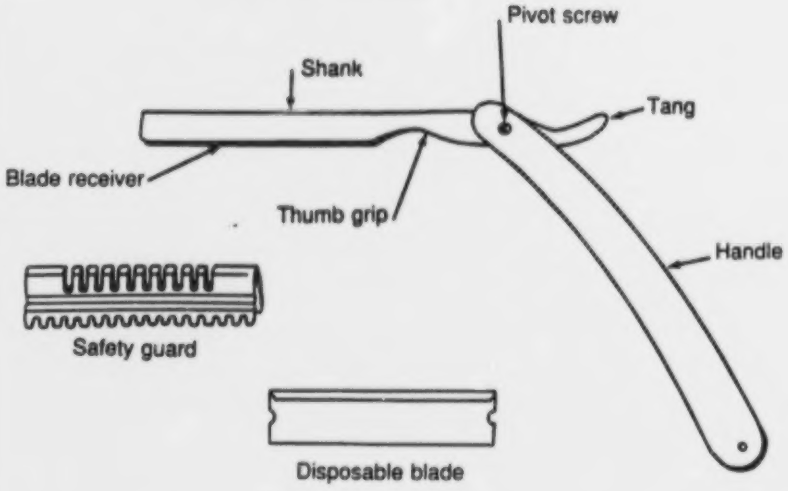
Water bottles

Two basic designs are used, spout and press-spray. Plastic bottles are used for safety purposes. Hair must be kept wet at all times during a razor cut.

OBJECTIVE 3

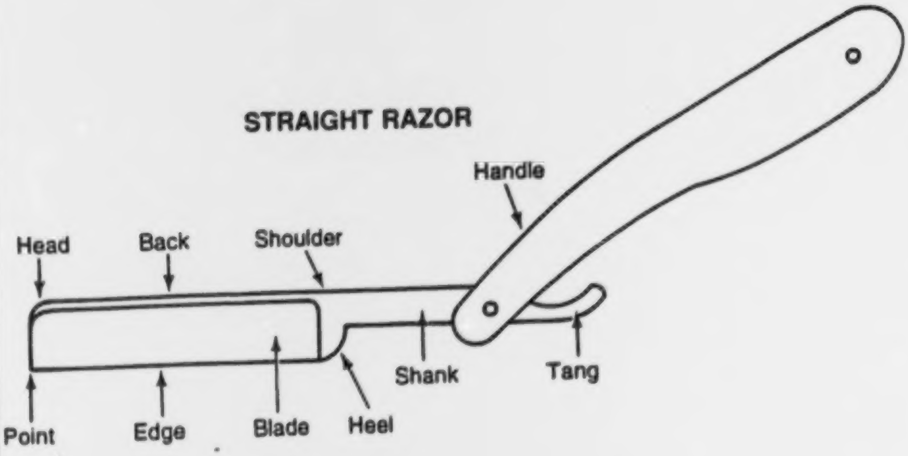
Label parts of a razor.

To effectively work with a razor, you must be familiar with and be able to identify the different parts of a razor. Although safety razors and straight razors look similar, there are differences as shown below.


Pivot screw
Shank
Tang
Blade receiver
Thumb grip
Handle
Safety guard
Disposable blade

SAFETY RAZOR

STRAIGHT RAZOR



OBJECTIVE 4 **Complete statements about hair texture and density.**

- **texture of hair** — includes hair's fineness, coarseness, smoothness, or roughness
  - **fine and very fine-textured hair** — many styles don't hold well in fine hair; often difficult to manage, it should be blunt cut with scissors or shears; fine hair is easier to manage if it is one length
  - **medium-textured hair** — holds a design better than fine hair; it works well with a blunt or a slightly layered cut; may be shaped with a razor, scissors, or shears; styles may be brushed up or down
  - **coarse-textured hair** — a layered style is best for coarse hair; shaped best with a tapering technique by a razor or shaper; usually styled with less curl than medium-textured hair
- **density of hair** — the amount of hair per square inch; also how thin, medium, or thick the hair feels

OBJECTIVE 5

Select from a list true statements about sterilizing and maintaining razor cutting implements.

- Two common types of disinfectants are ethyl and isopropyl alcohol.
- A 70% solution of isopropyl alcohol is nonstaining, noncorrosive, and inexpensive.
- Implements immersed in alcohol for 20 minutes are considered sanitized.
- Formalin is a commercial disinfectant composed of formaldehyde, glycerine, and water.
- A 10% solution of formalin is used to sanitize brushes and combs.
- Hair and debris should be removed from the razor before cleaning with disinfectant.
- Entire razor should be wiped off with cotton soaked in 70% isopropyl alcohol.
- Razor should be stored in a protective case after sanitizing.

STERILIZING AND MAINTAINING EQUIPMENT

Safety precautions

1. Purchase chemicals in the smallest quantities available.
2. Store chemicals in a dry, cool place to avoid deterioration.
3. Keep all containers tightly covered, clearly labeled, and under lock and key.
4. Do not smell, taste, or expose eyes to chemicals.
5. Read labels carefully, follow manufacturers' directions, and carefully weigh and measure all chemicals.
6. Avoid spills when mixing or diluting.
7. Wipe up all spills immediately.
8. Keep a full first-aid kit on hand.
9. Keep emergency telephone numbers at the phone.

General sanitary precautions

1. Sanitize hands before beginning work on each client.
2. Remove hair and clean implements before sanitizing.
3. Sanitize hands and implements after each client has been served.
4. Do not keep soiled implements in the same cabinet or drawer with clean equipment.
5. Clean and sanitize work station daily.

Sanitizing shaping implements

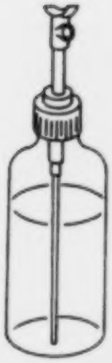
1. Remove all loose hair and debris.
2. Wipe implement with a damp cloth to remove dirt, grease, and oils.
3. Moisten cotton with 70% isopropyl alcohol.
4. Wipe off entire implement with moistened cotton.
5. Dry implement with a clean cloth.
6. Store in a protective case.

ELEVATION

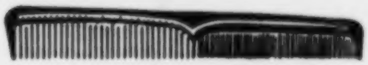
Elevation describes the cutting angles used to create different hair shapings. Hair is directed away from the head in even (medium), low, or high elevations. If you hold a comb, teeth facing away from the head, it will, at any point on the scalp, be tangent (parallel) to the head. An imaginary line perpendicular (90°) to the comb will help you determine elevation at any particular point on the head. (See Transparency Master 3.) This information will be used in Job Sheets 3, 4, and 5.

- Hair evenly directed away from the head at a perpendicular angle, 90°, is said to be a medium elevation. When hair is cut straight across at a medium elevation, it produces a cut of the same length. The top and bottom strands of a panel or subpanel will be the same length. Medium elevation can be used effectively with any hair texture.
- Hair directed below the perpendicular angle, 0°-89°, is said to be a low elevation. Low elevation cuts produce maximum bulk towards the end of the hair. The finished cut will produce a shape that is longer on the upper strands and shorter on the lower strands. Low elevation cuts are most effective on fine textured hair when no layering is required.
- Hair overdirected above the perpendicular angle, 91°-180°, is said to be a high elevation. This cut will produce a shaping with shorter lengths on the upper strands and longer lengths on the lower strands. This produces a layered cut and should be used on medium or thick textured hair but never on fine hair.

Implements And Supplies Used In Razor Cutting

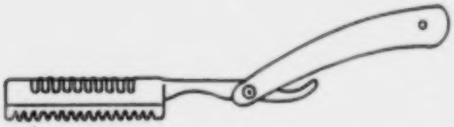


Spray Bottle

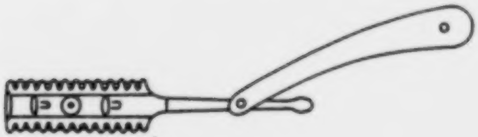


Stying Comb

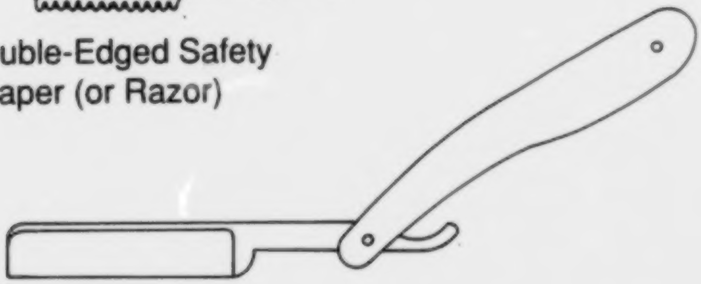
Barber Comb



Safety Shaper
(or Razor)



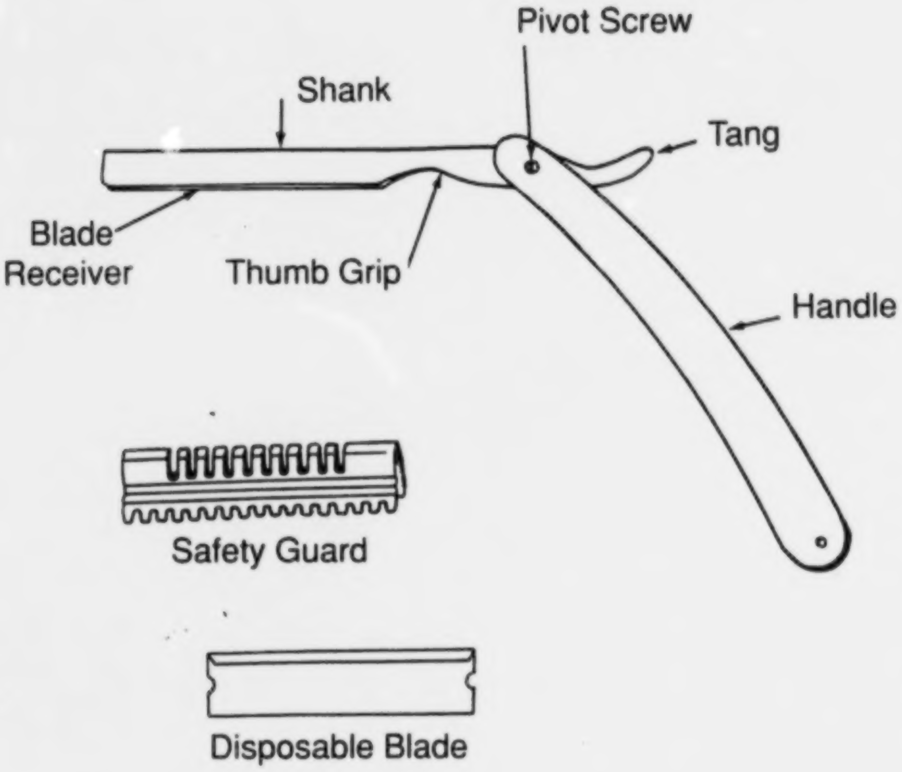
Double-Edged Safety
Shaper (or Razor)



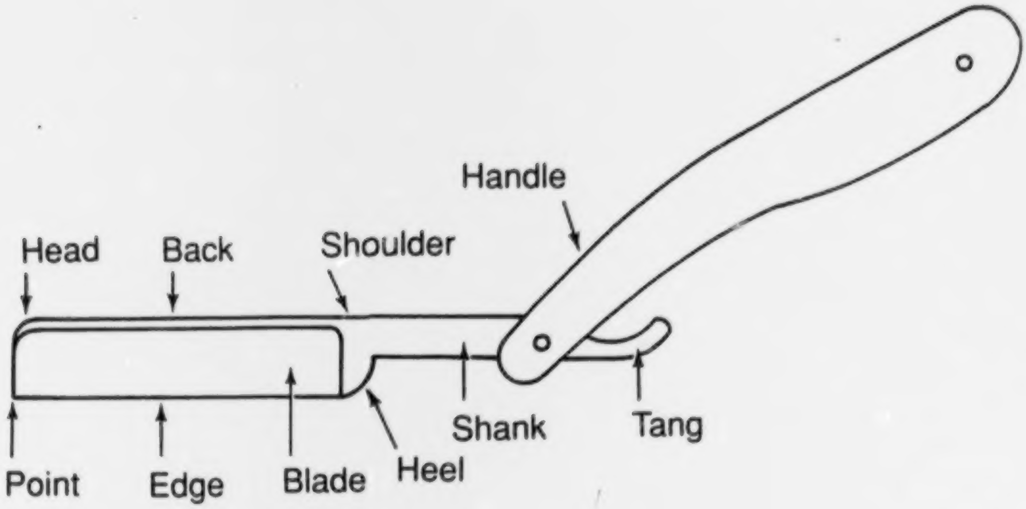
Straight Razor

TM 2

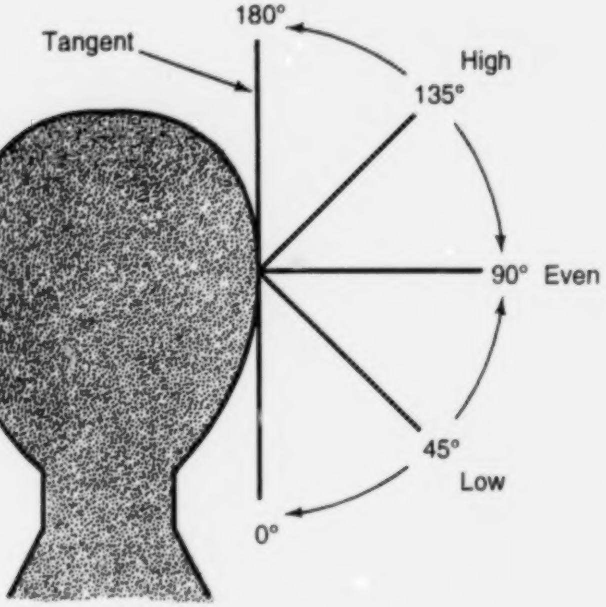
Parts Of A Razor

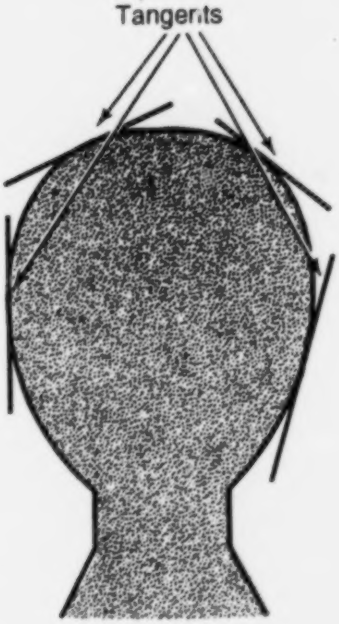

Pivot Screw
Shank
Tang
Blade Receiver
Thumb Grip
Handle
Safety Guard
Disposable Blade

Parts of a Razor
(Continued)

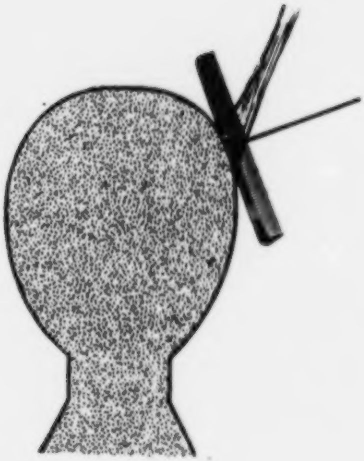

Handle
Head
Back
Shoulder
Shank
Tang
Point
Edge
Blade
Heel

Elevation

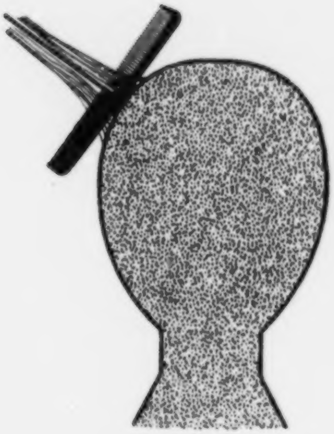

Tangent
180°
High
135°
90° Even
45°
Low
0°



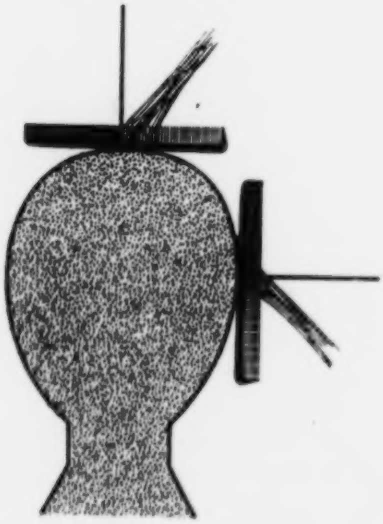
Elevation
(Continued)



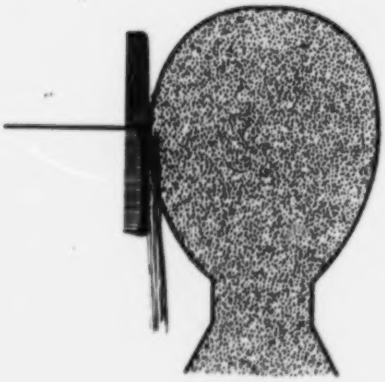
High elevation
above 90° to tangent



Even elevation
90° to tangent



Low elevation
45° to tangent



Zero elevation
0° to tangent

CUTTING HAIR WITH A RAZOR

JOB SHEETS 1, 3-7

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions
- Using content area vocabulary

ORAL COMMUNICATION SKILLS

- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing ont he customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 2

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1 — CUTTING HAIR WITH A RAZOR

X

OBJECTIVE 6

Section hair for a razor cut.

INTRODUCTION

In blocking or sectioning the client's hair into panels and subpanels, the hair shapist establishes control of the hair during shaping. Major sections of the blocking are the top, sides, crown, and nape. They can be blocked into either rectangular, square, or semicircular panels, proportioned to the shape of the client's head. Subsections can be parted off in either horizontal or vertical subpanels. Vertical partings are used for layered haircuts. Horizontal partings are used for one-length cuts.

IMPLEMENTS AND EQUIPMENT

- Combs
- Duck-bill clips
- Shampoo cape
- Spray applicator bottle for water

SUPPLIES

- Shampoo
- Conditioner
- Neck strip

PROCEDURE

1. Sanitize hands.

2. Seat client and preplan a hairstyle. Drape for shampoo.

3. Shampoo, condition, and detangle client's hair.

4. Position yourself behind the client.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills

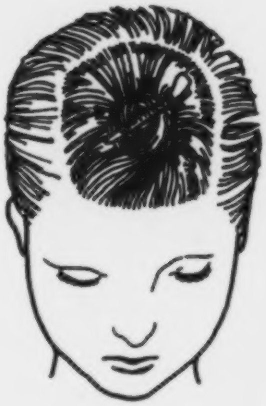
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

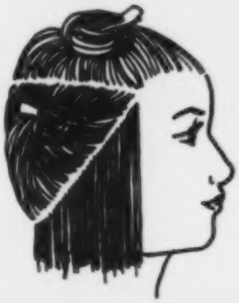
5. Section top of head, and secure section with duck-bill clip. (Figure 1)

FIGURE 1



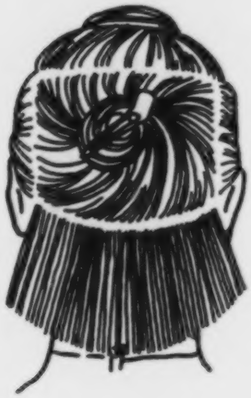
6. Section off each side of head panel and secure it with clips. Leave a narrow strip of guideline hair at the front of each side panel. (Figure 2)

FIGURE 2



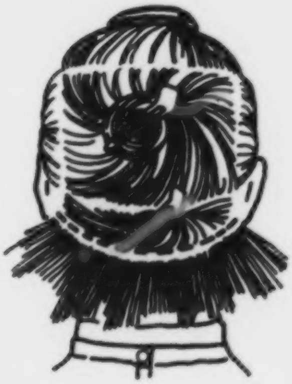
7. Part off and secure the crown section with duck-bill clips. (Figure 3)

FIGURE 3



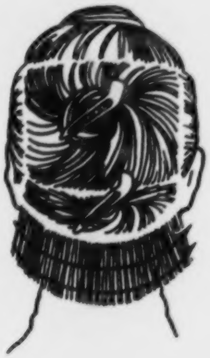
8. Divide remaining nape section in half and secure with clips, leaving a narrow ½″ to 1″ guideline across the entire back of the nape, connecting to each side's guideline. (Figure 4)

FIGURE 4



9. Check to insure that the guideline for each side merges uniformly into the nape section, as the guideline is cut first, and all other hair is cut according to its length. (Figure 5)

FIGURE 5



10. Sanitize work area, implements, equipment, and hands.

11. Have instructor evaluate your work.

JOB SHEET 2

CUTTING HAIR WITH A RAZOR

X

OBJECTIVE 7

Master razor and comb handling.

INTRODUCTION

Proper handling of the razor is essential to the hair shapist. Shaping by razor can result in a more gradual tapering of hair lengths. Correct tapering is determined by the angle of the razor's edge, amount of pressure applied, and length of the shaping movement. Razor shaping can give texture to the hair by removing hair bulk. The successful cosmetologist must master all implements, including how to remove and insert safety shaper blades and how to hold and manipulate the razor and comb.

IMPLEMENTS AND EQUIPMENT

- Safety razor (shaper)
- Straight razor
- Comb
- Replacement blade

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Cognitive Activity Skills
- Transfer knowledge/training to new situations

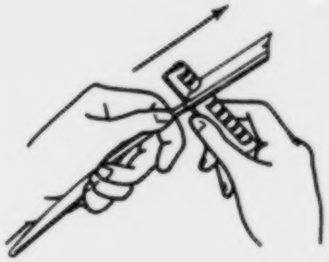
Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

CHANGING BLADES

1. Hold the safety razor in dominant hand.
2. Remove safety guard with other hand.
3. Hold the shaper firmly above the pivot screw.

4. Catch the blade in the teeth of the guard and push out the old blade. (Figure 1)

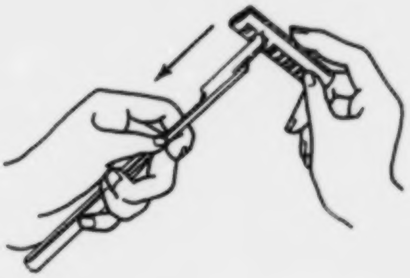
FIGURE 1



5. Slide new blade into groove of the shank, pushing the end with your fingers. Leave wrapping on the blade.

6. Using the end of safety guard, slide blade completely into groove until it clicks into position. (Figure 2)

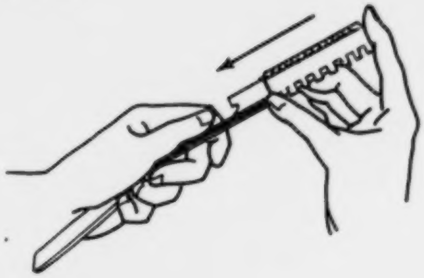
FIGURE 2



7. Remove blade wrapping.

8. Slide guard over the blade with teeth facing you. (Figure 3)

FIGURE 3



9. Place blade wrapping around used blade. Store in separate container until able to recycle.

HOLDING RAZOR

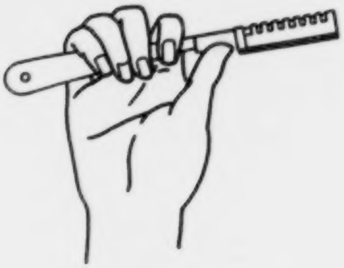
Finger wrap hold

NOTE: This hold is used for vertical shaping movements.

1. Place thumb in the thumb grip of the shank.

2. Fold fingers over the handle of the razor. (Figure 4)

FIGURE 4

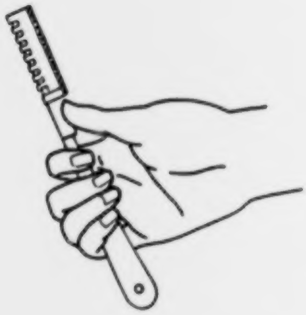


3. Always keep safety guard facing you.

Three finger hold

1. Place middle, ring, and index fingers extended over the shank of the razor.
2. Close thumb, placing it in the thumb grip.
3. With handle at a comfortable angle, place small finger in the hollow part of the tang.
4. Adjust razor to a comfortable and balanced position. (Figure 5)

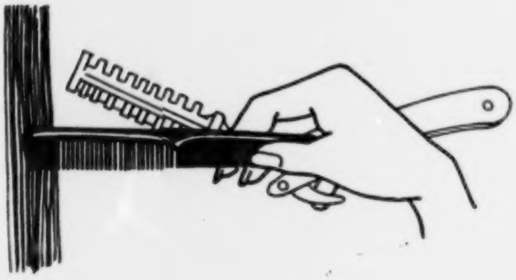
FIGURE 5



Holding comb

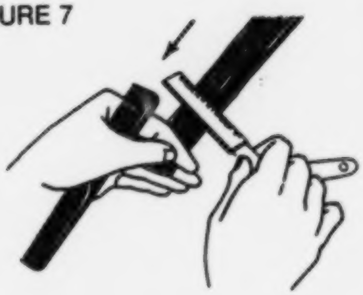
1. When combing hair, hold the razor and comb in the dominant hand. (Figure 6)

FIGURE 6



2. Hold the comb in the auxiliary hand when shaping with the razor. (Figure 7)

FIGURE 7

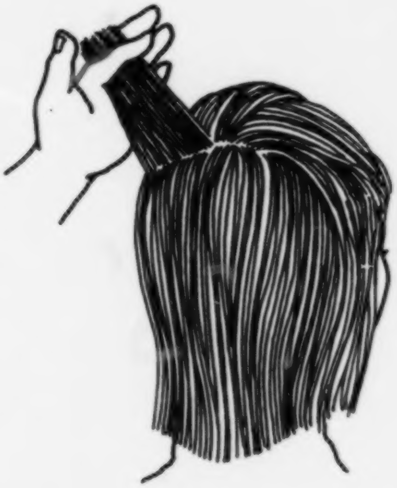


NOTE: Do not put the comb down at any time during a shaping.

Razor and comb handling

1. Section hair in either rectangular, square, or semicircular panels.
2. Part subpanels vertically or horizontally in 1" strands for greater control during shaping.
3. Control hair strand between index and middle finger of auxiliary hand in a scissored position. (Figure 8)

FIGURE 8



4. When not in use, palm comb under the thumb of the auxiliary hand.

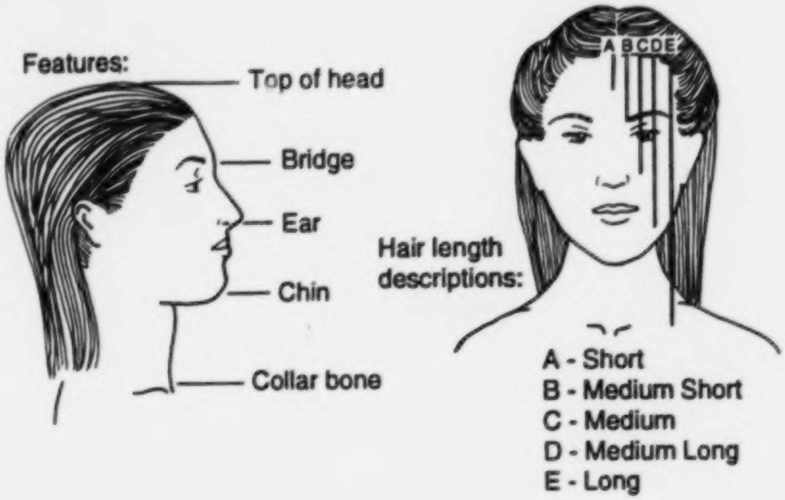
5. Work each panel or subpanel from left to right as you face the client.

6. Position yourself to the dominant hand side of each hair strand as you scissor and control it.

7. Direct hair strand to the appropriate angle for the desired elevation of cut: high, low, or medium.

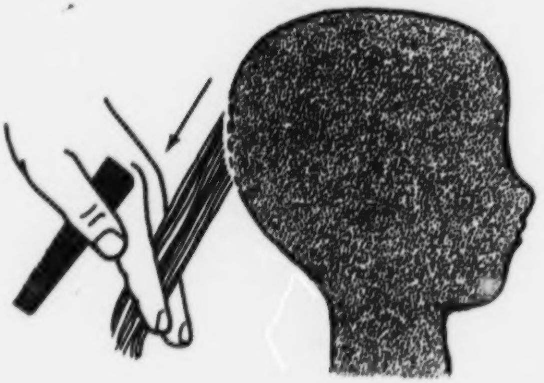
8. Determine the desired length of the guideline by gauging it to an anatomical feature of the upper body or head and shoulder area. (Figure 9)

FIGURE 9


Features:
Top of head
Bridge
Ear
Chin
Collar bone
A B C D E
Hair length descriptions:
A - Short
B - Medium Short
C - Medium
D - Medium Long
E - Long

9. Create the cutting point by sliding scissored fingers down the moist strand of hair to the section to be cut. (Figure 10)

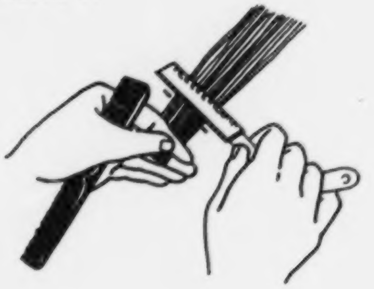
FIGURE 10



10. Keep scissored fingers perpendicular to the hair strand.

11. Place cutting edge of razor perpendicular to the hair strand and parallel with scissored fingers. (Figure 11)

FIGURE 11



12. Adjust angle of razor's edge to control the degree of taper.

13. Avoid demarcation lines by controlling the amount of pressure in each shaping stroke.

14. Start shaping movement with a downward stroke.

15. Stop each cutting by lifting razor edge off the hair strand being cut.
16. Sanitize work area, implements, equipment, and hands.
17. Have instructor evaluate your work.

JOB SHEET 3 — CUTTING HAIR WITH A RAZOR

X

OBJECTIVE 8

Give a zero elevation cut.

INTRODUCTION

A zero elevation cut is most effective when the client's hair is fine textured. Although a better cut can be achieved by scissors, the shaping can be accomplished satisfactorily by using a blunt cut razor technique.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Combs
- Duck-bill clips
- Spray applicator bottle for water
- Razor

SUPPLIES

- Shampoo
- Neck strip

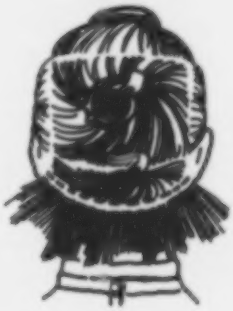
PROCEDURE

1. Sanitize hands.
2. Seat client, and preplan a hairstyle. Drape for shampoo. Have client remove and safeguard jewelry.
3. Shampoo and condition client's hair. Detangle hair.

   NOTE: Use conditioner or detangling rinse as needed.

4. Section hair, using basic geometric pattern. Secure sections with duck-bill clips. (Figure 1)

FIGURE 1



Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/ Development Skills

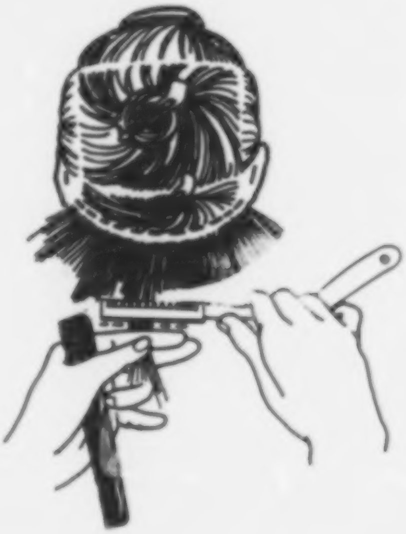
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Position yourself behind the client.
6. Hold razor and comb in dominant hand.

NOTE: If blade is not sharp, change before beginning to cut.

7. Determine length of guideline hair at the nape.
8. Comb out a strand from the center of the guideline section.
9. Direct hair strand to a zero elevation with comb.
10. Scissor strand with fingers of auxiliary hand in a horizontal position.
11. Glide fingers along strand to cutting point, resting fingers against the neck perpendicular to the hair strand.
12. Position razor's edge parallel with fingers.
13. Make blunt cut movement, removing undesired hair length. (Figure 2)

FIGURE 2

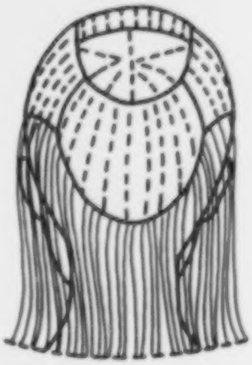


14. Move to the left of client's head and while visualizing an imaginary line even with first cut, begin to blunt cut the nape section, working from left to right with 1" strands until reaching the first cut. Repeat steps 9 through 13.

15. Move to the right side of client's head and visualize the same imaginary line. Working from left to right, complete blunt cutting the nape section, Repeating steps 9 through 13.

16. Examine completed guideline, and correct any over-length strands. (Figure 3)

FIGURE 3



17. Comb out next horizontal layer of nape section.

18. Position yourself behind and to the left side of client's head. Rewet hair as necessary.

19. Section a 1" strand of hair and scissoring with your fingers, direct strand to a zero elevation.

20. Keeping fingers perpendicular to hair strand, glide along the strand to the cutting point. Include a few guideline strands.

21. Keeping correct pressure with scissor fingers, allow guideline strands to drop from scissored strand.

22. Positioning razor's edge parallel with fingers, make a blunt cut movement and remove excess hair length even with the guideline.

23. Cut remaining nape subpanel repeating steps 19 through 22. Work left to right around the entire head.

24. Position yourself to the left side of the client.

25. Comb a one-inch vertical strand from the side panel, leaving remaining subpanel clipped out of the way.

26. Direct hair strand to zero elevation, glide fingers to cutting point, scissor, and make razor cut.

27. Select another hair strand immediately next to the one just cut, and including a few hairs from it, repeat step 26.

28. Continue cutting vertical strands on the left side of the head, using above procedure and checking length against the guideline underneath.

29. Move to the right side of the head and cut remaining side panel repeating steps 25 through 28, insuring that the right side merges evenly with the left side at the center of the nape.

30. Positioning yourself behind the client, divide the top section with a center parting, and clip each subpanel out of the way. Dampen hair as necessary.

31. Starting on the left side, comb out a 1" vertical strand of hair.

32. Direct hair strand to a zero elevation, glide fingers to cutting point, scissor, and make razor cut.

33. Continue cutting the left side subpanel using above procedure. Move to the right side, and complete shaping of the top sections of the hair. Check the length of the cuts against the guideline underneath, and trim uneven strands until shaping is complete.

34. Sanitize work area, implements, equipment, and hands.

35. Have instructor evaluate your work.

JOB SHEET 4

CUTTING HAIR WITH A RAZOR

OBJECTIVE 9

Give a 45 degree (45°) cut.

INTRODUCTION

A 45 degree (45°) cut is also a low elevation cut which works well with medium-textured hair. A low elevation cut will leave hair longer on the upper strands, shorter on the lower strands, and will produce a style that looks light and full.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Combs
- Duck-bill clips
- Spray applicator bottle for water
- Razor

SUPPLIES

- Shampoo
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

1. Sanitize hands.

2. Seat client, and preplan hairstyle. Drape for shampoo. Have client remove and safeguard jewelry.

3. Shampoo and condition client's hair. Detangle hair.

   NOTE: Use conditioner or detangling rinse as needed.

Cognitive Activity Skills

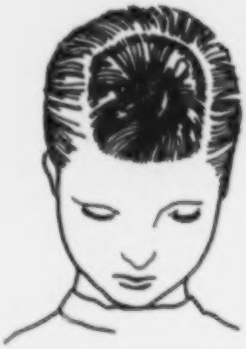
- Transfer knowledge/training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

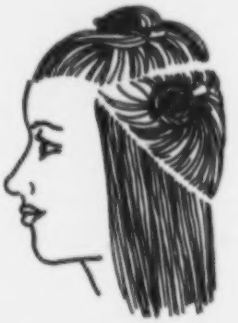
4. Part off the top section and secure with a duck-bill clip. (Figure 1)

FIGURE 1



5. Part hair on the left side, leaving a narrow strip of hair on the side at the temple to be included in the guideline. Secure with a duck-bill clip. (Figure 2)

FIGURE 2

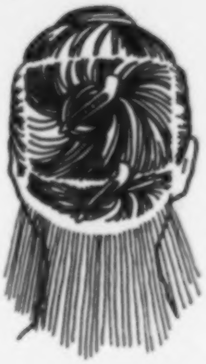


6. Section off hair on the right side, matching the section on the left side. Secure with duck-bill clip.

7. Part and secure the crown section with duck-bill clip.

8. Divide the nape section in half, securing the upper subpanel with a duck-bill clip. Leave a narrow guideline strip at the bottom and connecting to each side of the head. Comb the complete guideline section straight down. (Figure 3)

FIGURE 3



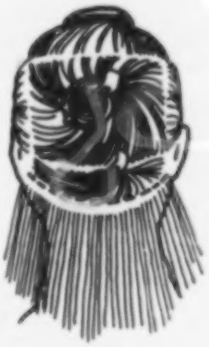
9. Position yourself behind the client.

10. Hold razor and comb in dominant hand.

    NOTE: Change dull blade before beginning cut, if necessary.

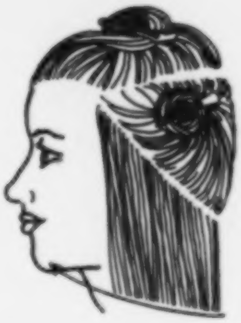
11. Determine the finished length at the center of the nape and visualize an imaginary guideline. (Figure 4)

FIGURE 4



12. Stand at the side of the client and visualize an imaginary guideline running from a facial feature such as the chin to the determined length at the center of the nape. This will be your guideline. (Figure 5)

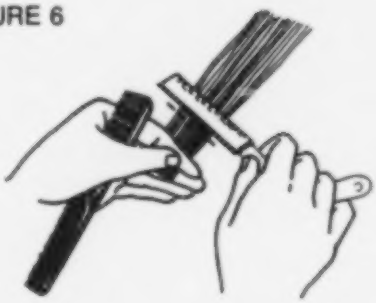
FIGURE 5



13. For this shaping, begin behind the left ear by combining a 1" strand down and toward the neck. Hold the first strand of hair between the fingers of the auxiliary hand.

14. Palm the comb with the auxiliary hand as you glide the fingers to the cutting position, fingers horizontal to the strand. (Figure 6)

FIGURE 6



15. Positioning the razor parallel to the fingers and flat on the hair strand, use short even back-and-forth strokes to cut the guideline. Stroke should use light pressure to avoid demarcation lines.

16. Continue shaping the hair, strand by strand, in the lower nape area, working left to right completely around the neck.

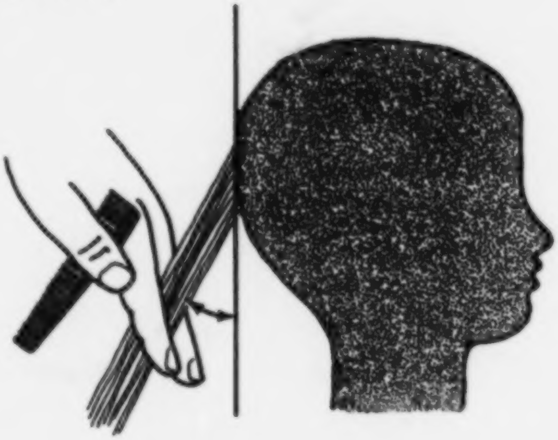
17. Move back to the left side of the head and complete the guideline in front of the left ear along your imaginary line.

18. Check the length of the entire guideline on each side and trim as necessary for an even cut.

19. Remove duck-bill clip from the upper nape subpanel.

20. Starting on the left side of the section, comb a 1" vertical strand down and away from the head at a 45° angle. (Figure 7)

FIGURE 7



21. As the scissor fingers glide down the strand of hair, the guideline underneath will begin to fall away. Stop before the guideline strand has completely fallen away.

22. Begin razor stroke so that a few guideline hairs are included in the cut. This will prevent an uneven strip of hair that does not blend into the guideline. Use short, smooth razor strokes.

23. Continue shaping the hair in the upper nape subpanel, strand by strand, working left to right completely around the neck. Insure that all strands are held away from the scalp at a 45° angle to avoid uneven hair lengths.

24. Reposition yourself behind the client and dampen the crown section as necessary. Removing the duck-bill clip, equally divide the section into two horizontal subpanels. Secure the upper subpanel with the duck-bill clip. Large sections are subdivided because it is too difficult to precisely cut the larger amount of hair.

25. Comb the lower subpanel down into the hair that has already been shaped.

26. Beginning on the left side, shape the hair, strand by strand, working completely around the head to the right side, repeating steps 20 through 23.

27. Comb out the upper crown subpanel and proceed as in steps 20 through 23 above. Dampen hair as needed.

28. Remove clips from the right and left side sections, dampen as necessary and comb into the hair that has already been cut.

29. Beginning on the left side and working strand by strand, cut the hair at a 45° angle to the scalp. Continue shaping until left and right sections have been cut. Check to make sure the sides merge evenly into the crown section.

30. Remove duck-bill clip from the top section, and make a center part from the hairline to the crown section.

31. Dampen as necessary and comb both top subpanels down into the hair that has already been shaped. Proceed as in steps 20 through 23 above.

32. Complete the shaping by combing through the hair, trimming uneven hair strands.

33. Sanitize work area, implements, equipment, and hands.

34. Have instructor evaluate your work.

JOB SHEET 5 — CUTTING HAIR WITH A RAZOR

OBJECTIVE 10 **Give a 90 degree (90°) cut.**

INTRODUCTION

A 90 degree (90°) or medium elevation cut works well with any hair texture, but is especially practical for basic hair designs that require chemical waving. Because it produces a cut with all of the hair the same length, it also provides a flattering shape to naturally curly and wavy hair.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Combs
- Duck-bill clips
- Spray applicator bottle for water
- Razor

SUPPLIES

- Shampoo
- Neck strip

PROCEDURE

1. Sanitize hands.
2. Seat client, and preplan a hairstyle. Drape for shampoo. Have client remove and safeguard jewelry.
3. Shampoo and condition client's hair. Detangle hair.

   NOTE: Use conditioner or detangling rinse as needed.
4. Position yourself in front of the client.
5. Hold razor and comb in dominant hand.

   NOTE: Replace dull blade before beginning cut, if necessary.
6. With comb, section a 2" by 2" strand from the front center of the hairline.
7. Direct this first guideline strand forward and down by scissoring with fingers of the auxiliary hand.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills

- Transfer knowledge/ training to new situations

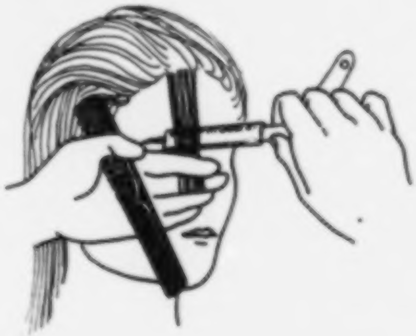
Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Using an anatomical feature such as the eyebrow or end of the nose, determine the length of the first guideline strand.

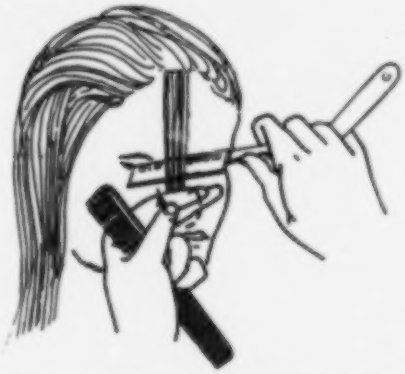
9. Keeping scissored fingers perpendicular to the hair strand, position the razor's cutting edge parallel to the fingers at the cutting point. (Figure 1)

FIGURE 1



10. Make a blunt cut movement, away from the face, removing undesired hair length. (Figure 2)

FIGURE 2

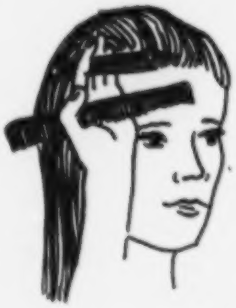


11. Cut the guideline layer at the top of the head first.

12. Reposition yourself to the side of the client.

13. Selecting a 2" horizontal strand that includes a few hairs from the guideline strand, evenly direct the strand away from the scalp at a 90° angle. (Figure 3)

FIGURE 3



14. Position razor edge even with original guideline hairs and make a blunt cut, removing excess hair length.

15. Continue to select 2" strands. Evenly direct away from scalp by gliding scissor fingers upward to the cutting point. Always include a few hairs from the previously cut strand.

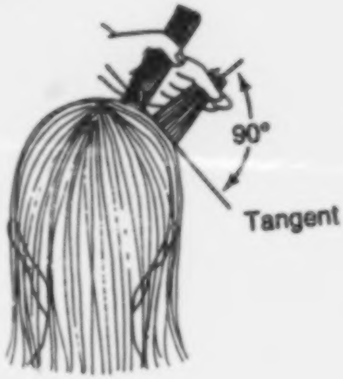
16. Make a blunt cut, removing undesired hair length.

17. Continue from one side of the head to the other, using the above procedure, until the entire front hairline at the face has been completed.

18. Position yourself behind the client for cutting the next layers including the sides and crown. Dampen as necessary.

19. Selecting a 2" vertical strand from the side of the head, that includes a few hairs from the guideline at the front hairline, evenly direct the strand away from the scalp at a 90° angle. (Figure 4)

FIGURE 4



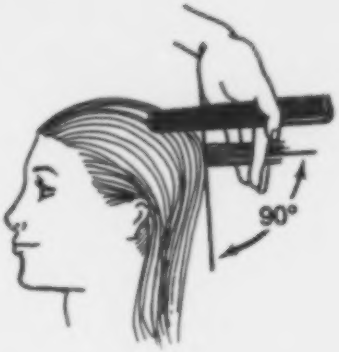
20. Position razor edge even with original guideline hairs and make a blunt cut, removing excess hair length.

21. Continue from one side of the head to the other, using the above procedure, until the side and crown layers are completed.

22. Remain positioned behind the client while cutting the remaining back, side, and nape sections. Dampen hair as necessary.

23. Select a 2-inch vertical strand from the back of the head that includes a few hairs from the previous section. Evenly direct the strand away from the scalp at a 90° angle. (Figure 5)

FIGURE 5



24. Position razor edge even with previous guideline hairs and make a blunt cut, removing undesired hair.

25. Continue to shape each strand of this section, using above procedures, until the back, sides, and nape are completed.

26. Check the entire cut for uneven hair strands. If located, use scissored fingers to include a few hairs from the even area. Trim as necessary, until shaping is completed.

27. Sanitize work area, implements, equipment, and hands.

28. Have instructor evaluate your work.

JOB SHEET 6 — CUTTING HAIR WITH A RAZOR X

OBJECTIVE 11

Perform thinning, undercutting, and slithering.

INTRODUCTION

Once you have completed a basic shaping, it may be necessary to remove excess bulk from the shaft of the hair, without shortening the hair length. This is accomplished by using a thinning technique. The number of thinning strokes and the starting point on the hair strand are determined by the hair texture. As a general rule, fine hair can be thinned closer to the scalp than medium and coarse textured hair. Fine hair tends to lay flat on the head while coarse hair cut short will produce a stubble that protrudes through the top layer. The amount to thin and the distance between strokes is determined by the length of the hair and the finished hairstyle desired.

Texturing involves shaping techniques that are necessary to develop hair shaping expertise. Those best suited for razor cutting are undercutting and slithering.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Combs
- Duck-bill clips
- Spray applicator bottle for water
- Razor

SUPPLIES

- Shampoo
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

THINNING

NOTE: Hair texture will determine how far from the scalp to start the thinning stroke. Use the following as a guide: Fine hair—start ½″ to 1″ from the scalp; medium hair—start 1″ to 1½″ from the scalp; coarse hair—start 1½″ to 2″ from the scalp. Avoid thinning

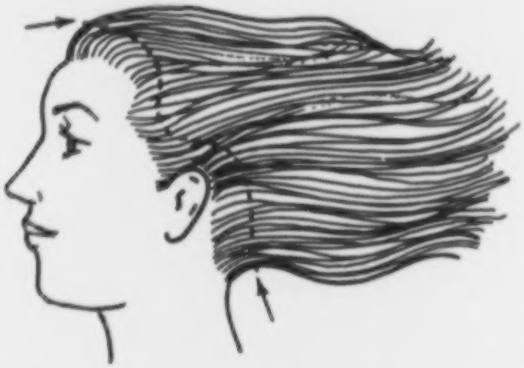
Interactive Communication Skills
- Communicate with clients/customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

hair in the following areas: in the part, nape of the neck, from ear-to-ear, around the facial hairline, above the ears, on the top layer, and the ends of the hair strand. (Figure 1)

FIGURE 1

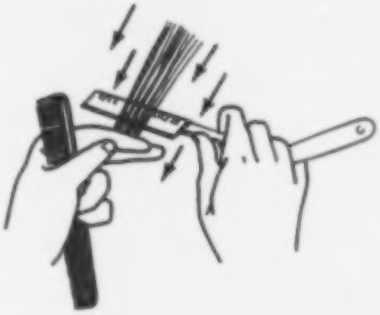


CAUTION: (1) Hair thinned at the ends of a strand will render the hair lifeless and shapeless. (2) Hair thinned before a permanent wave will be hard to wrap and the unprotected ends may be damaged. (3) Over-thinning may make it impossible to obtain the desired hairstyle. (4) Applying a chemical relaxer to recently thinned hair can damage the cortex at the exposed ends.

1. Sanitize hands.
2. Seat client and examine hair for excessive bulk. Have client remove and safeguard jewelry.
3. Shampoo or wet hair as necessary and remove tangles.
4. Comb out a strand of hair ½" to 1" wide by 2" to 3" long from a bulky area.
5. Hold out the strand between the index and middle finger.

6. Place the razor flat against the strand, 1" to 2" from the scalp, depending on hair texture.
7. Using light, short, steady strokes, cut towards the end of the strand. Stop before reaching the end of the strand. (Figure 2)

FIGURE 2



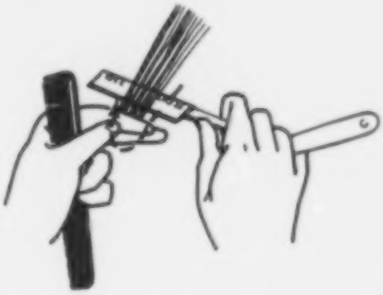
8. Repeat as necessary in the bulky area.
9. Locate other bulky areas and repeat steps 4 through 8 above until finished.
10. Sanitize work area, implements, equipment, and hands.
11. Have instructor evaluate your work.

UNDERCUTTING

1. Wet hair and remove tangles.
2. Direct hair strand to a low elevation and scissor between middle and index fingers.
3. Place razor edge under the strand and horizontal to it.

4. Using light steady stroke, cut toward the strand end, rotating razor edge upward at the end of the stroke. (Figure 3)

FIGURE 3



NOTE: This technique produces underside strands that are shorter than the outside layer of hair. This will cause the longer lengths to curl under toward the face and will produce the style known as "the bob."

5. Sanitize work area, implements, equipment, and hands.

6. Have instructor evaluate your work.

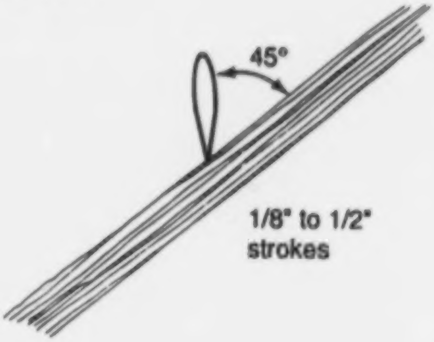
SLITHERING

NOTE: Slithering requires that the razor's edge be placed at a precise angle to the hair strand, that a controlled pressure be used, and that the distance of the cutting stroke be carefully controlled.

Short hair — limited taper

1. Hold razor at 45° angle to the strand. (Figure 4)

FIGURE 4

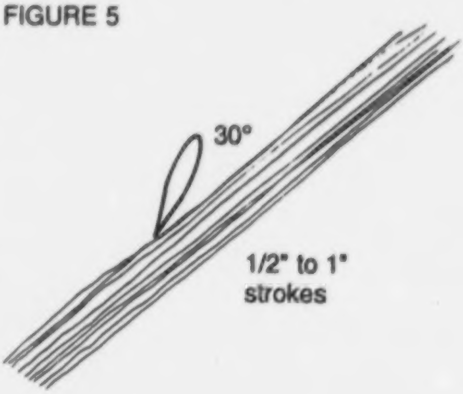


2. Use light steady downward pressure.
3. Stroke should be ⅛" to ½".
4. Have instructor evaluate your work.

Medium length hair — medium taper

1. Hold razor at 30° angle to the strand. (Figure 5)

FIGURE 5



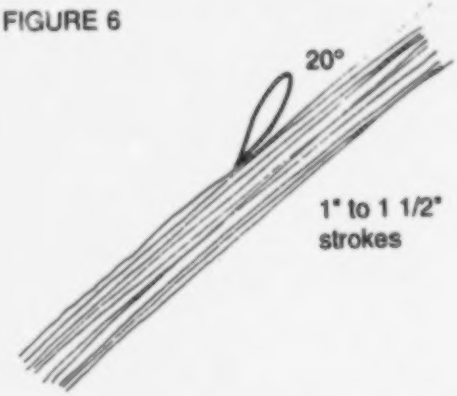
2. Use medium steady downward pressure.
3. Stroke should be ½" to 1".

4. Have instructor evaluate your work.

Long hair — extreme taper

1. Hold razor at 20° angle to the strand. (Figure 6)

FIGURE 6



2. Use firm, steady downward pressure.
3. Stroke should be 1" to 1½".
4. Sanitize work area, implements, equipment, and hands.
5. Have instructor evaluate your work.

JOB SHEET 7

CUTTING HAIR WITH A RAZOR

X

OBJECTIVE 12

Shave the neck.

INTRODUCTION

After completion of a hair shaping, there may remain short unsightly hair at the neckline. It can easily be removed with the razor. You will need to master this technique in order to successfully add the finishing touch to the shaping.

IMPLEMENTS AND EQUIPMENT

- Comb
- Razor
- Towel, neck duster
- Shampoo cape

SUPPLIES

- Lather
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Reading Skills
- Use content area vocabulary

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

NOTE: Use lather if there is a large amount of hair to be removed.

1. Sanitize hands.
2. Drape client.
3. Wet or lather the nape area from ear to ear.
4. Starting slightly below the ear, elevate the hair using the comb.
5. Hold in position to expose the area to be shaved.
6. Shave the neck hair in the direction of growth.
7. Complete both sides of the neck area.
8. Clean loose hair from the neck using neck duster or towel.
9. Sanitize work area, implements, equipment, and hands.
10. Have instructor evaluate your work.

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

PRACTICAL TEST 1

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 1

Section hair for a razor cut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned a hairstyle and draped for shampoo; had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled client's hair	___	___
4. Positioned him/herself behind the client	___	___
5. Sectioned head top panel and secured with a duck-bill clip	___	___
6. Sectioned off each side of head panel and secured it with clips, while leaving a narrow strip of guideline hair at the front of each side panel	___	___
7. Parted off and secured the crown section with duck-bill clips	___	___

	Yes	No
8. Divided remaining nape section in half and secured with clips, leaving a narrow ½" to 1" guideline strip across the entire back of the nape, connecting to each side's guideline	___	___
9. Checked to insure that the guideline hair for each side merges uniformly into the nape section	___	___
10. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

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____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair properly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 2

Master razor and comb handling.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

CHANGING BLADES

The student:	Yes	No
1. Held razor in dominant hand	___	___
2. Removed safety guard with other hand	___	___
3. Held the shaper firmly above the pivot screw	___	___
4. Caught the blade in the teeth of the guard and pushed the old blade out	___	___
5. Slid the new blade into groove of the shank, pushing the end with fingers; Left blade wrapping on	___	___
6. Used the end of the safety guard to slide blade completely into groove until it clicked into position	___	___
7. Removed blade wrapping	___	___

	Yes	No
8. Slid guard over the blade with teeth facing student	___	___
9. Wrapped used blade and stored safely.	___	___

HOLDING RAZOR

Finger Wrap Hold

The student:

	Yes	No
1. Placed thumb in the thumb grip of the shank	___	___
2. Folded fingers over the handle of the razor	___	___
3. Kept safety guard facing student	___	___

Three Finger Hold

The student:

	Yes	No
1. Placed middle, ring, and index fingers over the shank of the razor	___	___
2. Closed thumb, placing it in the thumb grip	___	___
3. With handle at a comfortable angle, placed small finger in the hollow part of the tang	___	___
4. Adjusted razor to a comfortable and balanced position	___	___

Holding Comb

The student:

	Yes	No
1. Held the razor and comb in the dominant hand when combing hair	___	___

	Yes	No
2. Held the comb in the auxiliary hand when shaping hair with the razor without putting comb down at any time	___	___

RAZOR AND COMB HANDLING

The student:

	Yes	No
1. Correctly sectioned hair in chosen pattern	___	___
2. Correctly parted subpanels in 1" strands for control during shaping	___	___
3. Controlled hair strand between index and middle finger of auxiliary hand in a scissored position	___	___
4. Palmed comb under thumb of auxiliary hand when not in use	___	___
5. Worked each panel or subpanel from left to right while facing client	___	___
6. Positioned him/herself to the dominant hand side of each hair strand while scissoring and controlling it	___	___
7. Directed hair strand to the appropriate angle for the desired elevation of cut	___	___
8. Determined the desired length of the guideline by gauging it to an anatomical feature of the upper body or head and shoulders area	___	___
9. Created the cutting point by sliding scissored fingers down the moist strand of hair to the section to be cut	___	___

	Yes	No
10. Kept scissored fingers perpendicular to the hair strand	___	___
11. Placed cutting edge of razor perpendicular to the hair strand and parallel with scissored fingers	___	___
12. Adjusted angle of razor's edge to control the degree of taper	___	___
13. Avoided demarcation lines by controlling the amount of pressure in each stroke	___	___
14. Started each shaping movement with a downward stroke	___	___
15. Correctly stopped each cutting stroke by lifting razor edge off the strand being cut	___	___
16. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Handled razor correctly	4	3	2	1
Handled comb correctly	4	3	2	1
Handled razor and comb together correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 3

Give a zero elevation cut.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned a hairstyle, and draped for shampoo; had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled client's hair	___	___
4. Sectioned hair, using basic geometric pattern, and secured panels with duck-bill clips	___	___
5. Positioned him/herself behind the client	___	___
6. Held razor and comb in dominant hand	___	___
7. Determined length of guideline hair at the nape	___	___

	Yes	No
8. Combed out a strand from the center of the guideline section	___	___
9. Directed hair strand to zero elevation with comb	___	___
10. Correctly scissored strand with fingers of auxiliary hand in a horizontal position	___	___
11. Moved fingers down the strand to the cutting point, resting fingers against the neck, perpendicular to the hair strand	___	___
12. Positioned razor's edge parallel with fingers	___	___
13. Correctly made blunt cut movement, removing undesired hair length	___	___
14. Moved to the left side of the client, visualized a line even with the first cut and correctly blunt cut the nape section, merging with the first cut	___	___
15. Moved to the client's right side and correctly repeated steps 9 through 12	___	___
16. Completed guideline and corrected any over length strands	___	___
17. Combed out next horizontal layer of nape section	___	___
18. Rewet hair as necessary	___	___
19. Positioned him/herself behind and to the left side of client's head	___	___
20. Scissored a 1" strand and directed to a zero elevation	___	___

	Yes	No
21. Kept scissored fingers perpendicular to hair strand and slid down to cutting point, retaining a few hairs from the guideline	___	___
22. Kept correct pressure, allowing guideline hairs to fall away	___	___
23. Positioned razor's edge parallel with scissor fingers, making a blunt cut even with the guideline	___	___
24. Correctly shaped remaining nape subpanel, repeated steps 20 through 23	___	___
25. Repositioned him/herself to the left side of the client's head	___	___
26. Combed a 1" vertical strand from the side panel, leaving remaining subpanel clipped out of the way	___	___
27. Directed hair strand to zero elevation, slide scissored fingers to cutting point, made correct blunt cut	___	___
28. Selected hair strand immediately next to the one just cut, and including a few hairs from it, repeated steps 26 and 27	___	___
29. Continued cutting vertical strands on the left side of the head, using above procedure and checking length against guideline underneath	___	___
30. Moved to the right side of the head and cut remaining side panel repeated steps 26 through 29, insuring that the right side merges evenly with the left side at the center of the nape	___	___

	Yes	No
31. Positioned him/herself behind the client, divided the top section with a center parting and clipped each subpanel out of the way. Moistened hair as necessary	___	___
32. Started of the left side, combing out a 1" vertical strand of hair	___	___
33. Directed hair strand to a zero elevation, sliding scissored fingers to the cutting point and made correct blunt cut	___	___
34. Continued cutting the top left subpanel using above procedures. Moved to the right side and completed shaping of the top section of hair	___	___
35. Checked the length of the cuts against the guideline underneath and trimmed uneven strands until the shaping was completed	___	___
36. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair properly	4	3	2	1
Properly performed a zero elevation cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

CUTTING HAIR WITH A RAZOR

JOB SHEET 4

Give a 45 degree (45°) cut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned a hairstyle, and draped for shampoo; had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled client's hair	___	___
4. Parted off the top section and secured with a duck-bill clip	___	___
5. Parted hair on left side, leaving a narrow strip of hair on the side at the temple to be included in the guideline. Secured with duck-bill clip	___	___
6. Sectioned off hair on the right side, matching the section on the left side and secured with duck-bill clip	___	___
7. Parted and secured crown section with duck-bill clip	___	___

		Yes	No
8.	Divided the nape section in half, securing the upper subpanel with a duck-bill clip and leaving a narrow guideline strip at the bottom connected to each side of the head	___	___
9.	Combed the complete guideline section straight down	___	___
10.	Positioned him/herself behind the client	___	___
11.	Held razor and comb in dominant hand	___	___
12.	Determined the finished length at the center of the nape and visualized an imaginary guideline	___	___
13.	Stood at client's side and visualized an imaginary guideline running from a facial feature such as the chin to the determined length at the center of the nape, creating the guideline	___	___
14.	Began the shaping behind the left ear by combing a 1" strand down and toward the neck, scissoring the first strand of hair between the fingers of the auxiliary hand	___	___
15.	Palmed the comb with the auxiliary hand, slid scissored fingers to the cutting point with fingers horizontal to the strand	___	___
16.	Positioned razor's edge parallel to the fingers and flat on the hair strand, using short even back-and-forth strokes to cut the guideline	___	___
17.	Used light pressured strokes to avoid demarcation lines	___	___

	Yes	No
18. Correctly shaped the hair strand by strand in the lower nape area, working left to right completely around the neck	___	___
19. Moved back to the left side of the head and completed the guideline in front of the left ear along the imaginary line	___	___
20. Checked the length and evenness of the entire guideline on each side and trimmed as necessary	___	___
21. Removed duck-bill clip from the upper nape subpanel, moistening hair as necessary	___	___
22. Started on the left side of the section, combing a 1" vertical strand down and away from the head at a 45° angle	___	___
23. Slid scissored fingers down the strand, stopping before the guideline strand completely fell away	___	___
24. Began razor stroke so that a few guideline hairs were included in the cut, using short, smooth razor strokes to avoid an uneven strip	___	___
25. Worked left to right completely around the upper nape subpanel, correctly holding all strands away from the scalp at a 45° angle to avoid uneven hair lengths	___	___
26. Repositioned him/herself behind the client and remoistened the crown section as necessary. Divided the crown into two horizontal subpanels, securing the upper section with the duck-bill clip	___	___

	Yes	No
27. Combed the lower subpanel down into the hair that had already been shaped	___	___
28. Starting on the left side, shaped the hair, strand by strand, working completely around the head to the right side, repeated steps 22 through 25	___	___
29. Combed the upper crown subpanel down and proceeded as in steps 22 through 25 above	___	___
30. Removed clips from the right and left side sections, moistened as necessary and combed into the hair that had already been cut	___	___
31. Started from the left side, strand by strand, held the hair away from the scalp at a 45° angle to make each cut. Continued shaping left to right until sides merged evenly into the crown section	___	___
32. Removed duck-bill clip from the top section and made a center part from the front hairline to the crown section	___	___
33. Moistened as necessary and combed both top subpanels down into the hair that had already been shaped, proceeding as in steps 22 through 25 above	___	___
34. Completed the shaping by combing through the hair and trimming uneven hair strands	___	___
35. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair properly	4	3	2	1
Properly performed a 45 degree (45°) cut	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 5

Give a 90 degree (90°) cut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned a hairstyle, and draped for shampoo; had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled client's hair	___	___
4. Positioned him/herself in front of the client	___	___
5. Held razor and comb in dominant hand	___	___
6. Used comb to section a 2" by 2" strand from the front center of the hairline	___	___
7. Directed this first guideline strand forward and down by scissoring with fingers of the auxiliary hand	___	___

	Yes	No
8. Used an anatomical feature such as the eyebrow or end of the nose to determine the length of the first guideline strand	___	___
9. Kept scissored fingers perpendicular to the hair strand and positioned the razor's cutting edge parallel to the fingers at the cutting point	___	___
10. Made a blunt cut movement away from the face and removed undesired hair length	___	___
11. Repositioned him/herself to the side of the client	___	___
12. Selected a 2" horizontal strand that includes a few hairs from the guideline strand and evenly directed the strand away from the scalp at a 90° angle	___	___
13. Positioned razor edge even with original guideline hairs and made a blunt cut, removing excess hair length	___	___
14. Continued to evenly direct 2" strands away from the scalp, gliding scissored fingers upward to the cutting point and including a few hairs from the previously cut strand	___	___
15. Correctly made a blunt cut, removing excess hair	___	___
16. Continued from one side to the other, using above procedure, until the entire front hairline at the face had been completed	___	___
17. Positioned him/herself behind the client to cut the side and crown layers. Rewet hair as necessary	___	___

		Yes	No
18.	Selected a 2" vertical strand from the side of the head including a few hairs from the guideline at the front hairline. Used scissored fingers to evenly direct the strand away from the scalp at a 90° angle	___	___
19.	Positioned razor edge even with original guideline hairs and made a blunt cut, removing excess hair length	___	___
20.	Continued from one side to the other, using the above procedure, until the side and crown layers were completed	___	___
21.	Remained positioned behind the client while cutting the remaining side, back and nape sections. Moistened hair as necessary	___	___
22.	Selected a 2" vertical strand from the back of the head that included a few hairs from the previously cut section. Used scissored fingers to evenly direct the strand away from the scalp at a 90° angle	___	___
23.	Positioned razor edge even with previously cut strand and made a blunt cut, removing excess hair length	___	___
24.	Continued to shape each strand of this section, using above procedure, until sides, back and nape sections were completed	___	___
25.	Checked the entire cut for uneven hair strands. Trimmed as necessary until shaping was complete	___	___
26.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned hair properly	4	3	2	1
Properly performed a 90 degree (90°) cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 6

Perform thinning, undercutting, and slithering.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

THINNING

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, examined hair for excessive bulk; had client remove and safeguard jewelry	___	___
3. Shampooed or wet hair as necessary and removed tangles	___	___
4. Combed out a strand of hair ½" to 1" wide by 2" to 3" long from a bulky area	___	___
5. Held out the strand between the index and middle finger	___	___
6. Placed the razor flat against the strand, 1" to 2" from the scalp, depending on hair texture	___	___

	Yes	No
7. Used light, short, steady strokes, cutting towards the end of the strand. Stopped before reaching the end of the strand	___	___
8. Repeated as necessary in the bulky area	___	___
9. Located other bulky areas and repeated steps 4 through 8 above until finished	___	___
10. Sanitized work area, implements, equipment, and hands	___	___

UNDERCUTTING

The student:

1. Wet hair and removed tangles	___	___
2. Directed hair strand to a low elevation and scissored between middle and index fingers	___	___
3. Placed razor edge under the strand and horizontal to it	___	___
4. Used light, steady stroke, cutting toward the strand end, and rotating razor edge upward at the end of the stroke	___	___
5. Sanitized work area, implements, equipment, and hands	___	___

SLITHERING

Short hair — limited taper

The student:

1. Held the razor at 45° angle to the strand	___	___

	Yes	No
2. Used light, steady downward pressure	___	___
3. Correctly controlled stroke at ⅛" to ½"	___	___

Medium length hair — medium taper

The student:

	Yes	No
1. Held razor at 30° angle to the strand	___	___
2. Used medium, steady downward pressure	___	___
3. Correctly controlled stroke at ½" to 1"	___	___

Long hair — extreme taper

The student:

	Yes	No
1. Held razor at 20° angle to the strand	___	___
2. Used firm, steady downward pressure	___	___
3. Correctly controlled stroke at 1" to 1½"	___	___
4. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Thinned hair properly	4	3	2	1
Undercut hair properly	4	3	2	1
Slithered hair properly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 7

CUTTING HAIR WITH A RAZOR

X

JOB SHEET 8

Shave the neck.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Wet or lathered the nape area from ear to ear	___	___
4. Started slightly below the ear, elevated the hair with the comb. Held in position and exposed the area to be shaved	___	___
5. Shaved the neck hair in the direction of growth	___	___
6. Completed both sides of the neck area	___	___
7. Cleaned loose hair from the neck, using neck duster or towel	___	___
8. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Correctly wet or lathered nape	4	3	2	1
Shaved neck properly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

CUTTING HAIR WITH A RAZOR

X

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with razor cutting to their correct definitions. Write the correct letter in the blanks.

___ 1. Controlling a hair strand between the index and middle fingers of the auxiliary hand

___ 2. An imaginary straight line, parallel to the head, at any given point on the head's natural curvature

___ 3. Technique used to cut the underside strands of hair so they are shorter than the outerside strands

___ 4. Technique of cutting the hair into varied lengths by tapering and thinning it into many thin layers or steps, each one longer than another

___ 5. Cutting straight across the hair, without tapering

___ 6. Decreasing the thickness or bulk of the hair where it is too heavy

___ 7. The cutting process of shortening, thinning, and tapering the hair using razor, scissors, clippers, and comb to mold the hair into a specific shape

___ 8. Cutting angles used to create different hair shapings

a. tangent
b. blunt cutting
c. elevation
d. guideline
e. hair shaping
f. scissoring
g. layering
h. neck trim
i. razor cutting
j. slithering
k. tapering
l. thinning
m. undercutting

May be photocopied for student use.

___ 9. Technique used to control the degree of elevation in a hair shaping, shortening the hair in a graduated effect

___10. Using the razor to featheredge the hair at the nape with no demarcation lines

___11. A narrow strand of hair at the nape and sides that establishes the hanging length and general shaping of a hairstyle

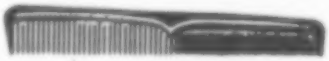
___12. Techniques used with the razor or shaper in cutting or thinning wet hair

___13. Technique of sliding the razor along the hair shaft with precisely controlled movement and pressure, to taper hair strands into layers that blend gradually

May be photocopied for student use.

OBJECTIVE 2

Label implements and supplies. Write the correct terms in the blanks.



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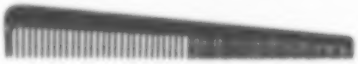

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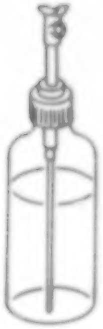

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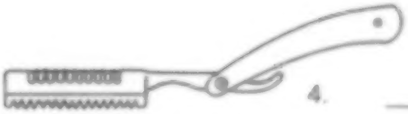

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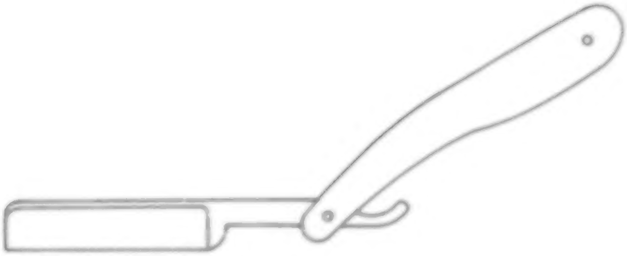

5. ____________________

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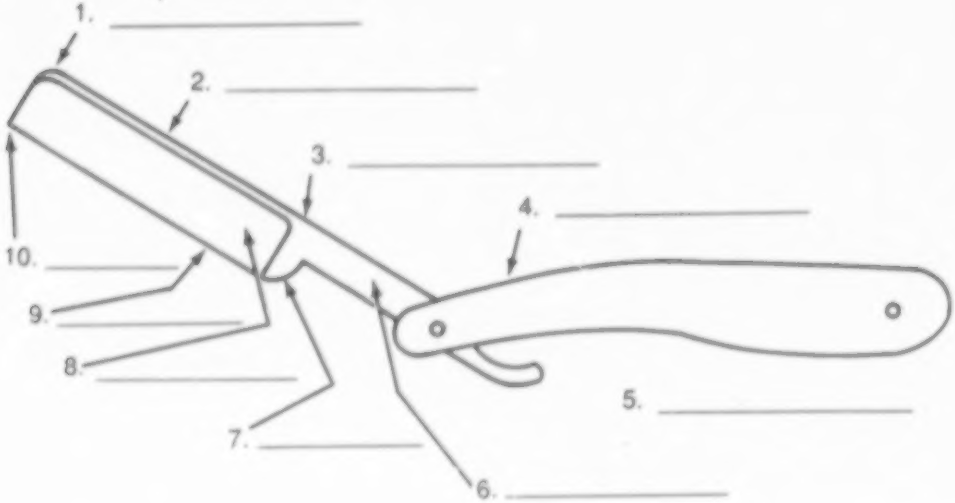
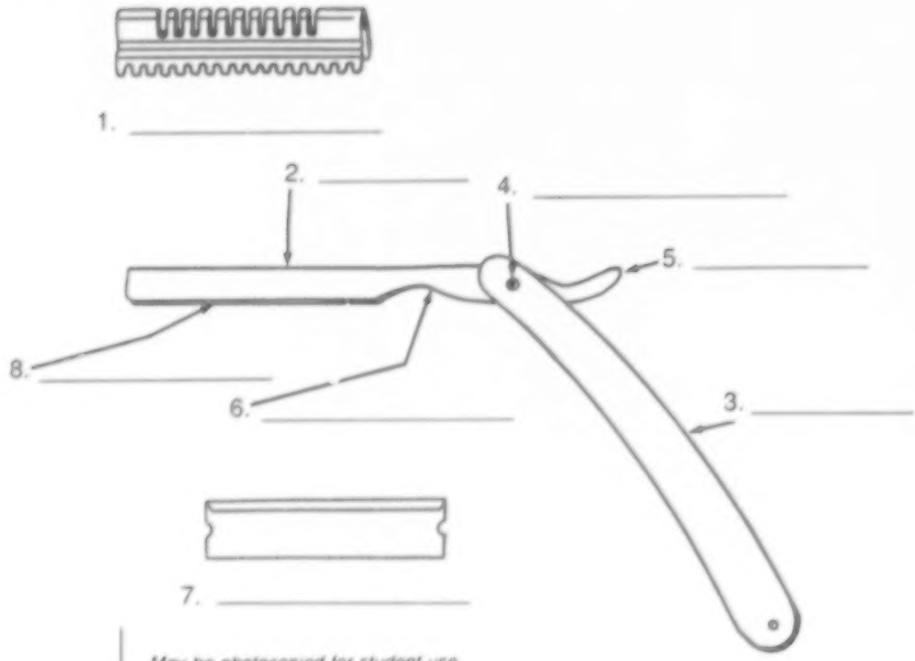
OBJECTIVE 3 | **Label parts of a razor.** Write the correct terms in the blanks.


1. ______
2. ______
3. ______
4. ______
10. ______
9. ______
8. ______
7. ______
5. ______
6. ______



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OBJECTIVE 4

Complete statements about analyzing hair texture and density. Write the correct word or phrase in the blanks.

1. **Texture of hair** — includes hair's fineness, ______________, smoothness, or ______________
2. **Fine and very fine-textured hair** — many ______________ don't hold well in fine hair; often difficult to ______________, it should be ______________ ______________ with scissors or shears; fine hair is easier to manage if it is ______________
3. **Medium-textured hair** — holds a ______________ better than fine hair; works well with a blunt or a slightly ______________ cut; may be shaped with a razor, scissors, or shears; styles may be brushed ______________ or ______________
4. **Coarse-textured hair** — a ______________ style is best for coarse hair; shaped best with a ______________ technique by a ______________ or shaper; usually styled with ______________ curl than medium-textured hair
5. **Density of hair** — the amount of hair ______________ ______________ ______________; also, how thin, medium, or ______________ the hair feels

OBJECTIVE 5

Select from a list true statements about sterilizing and maintaining razor cutting implements. Write an "X" in the blank before each correct statement.

___ 1. Two common types of disinfectants are ethyl alcohol and isopropyl alcohol.

___ 2. 70% solution of isopropyl alcohol is staining, corrosive, and expensive.

___ 3. Implements immersed in alcohol for 2 minutes are considered sanitized.

___ 4. Formalin is a commercial disinfectant composed of formaldehyde, glycerine, and water.

May be photocopied for student use.

___ 5. A 25% solution of formalin is used to sanitize brushes and combs.

___ 6. Hair and debris should be removed from the razor before cleaning with disinfectant.

___ 7. Entire razor should be wiped off with cotton soaked in 70% isopropyl alcohol.

___ 8. Razor should be stored in a protective case after sanitizing.

NOTE: Objectives 6-12 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

CUTTING HAIR WITH A RAZOR

X

OBJECTIVE 1

1. f
2. a
3. m
4. g
5. b
6. l
7. e
8. c
9. k
10. h
11. d
12. i
13. j

OBJECTIVE 2

1. styling comb
2. barber comb
3. spray bottle
4. safety shaper
5. straight razor

OBJECTIVE 3

Part I

1. head
2. back
3. shoulder
4. handle
5. tang
6. shank
7. heel
8. blade
9. edge
10. point

Part II

1. safety guard
2. shank
3. handle
4. pivot screw
5. tang
6. thumb grip
7. disposable blade
8. blade receiver

OBJECTIVE 4

1. coarseness, roughness
2. styles, manage, blunt cut, one length
3. design, layered, up, down
4. layered, tapering, razor, less
5. per square inch, thick

OBJECTIVE 5

1, 4, 6, 7, 8

OBJECTIVE SHEET

CUTTING HAIR WITH CLIPPERS

XI

INTRODUCTION

Clipper cutting is a skill which can be used to produce special styling techniques. An understanding of correct shaping techniques and the use of common sense in their application is of prime importance to the hairstylist.

Clippers can be used in many, but not all, situations where scissors or razor cutting are applicable. Clippers are, in fact, more applicable for certain styling objectives, including cutting over-curly hair, trimming the neckline, and cutting flat tops. As with scissors and razor, clipper skills are accomplished by mastering many small steps.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify proper implements and supplies used in clipper cutting. The student will be able to properly and safely sterilize and maintain equipment, master clipper and comb handling, and perform basic hair shaping tasks using clipper cutting techniques. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit. the student will be able to:

1. Match terms associated with clipper cutting to their correct definitions.
2. Identify implements and equipment used in clipper cutting.
3. List steps for cleaning, sanitizing, and maintaining clippers.
4. Correctly handle the clipper and comb. (Job Sheet 1)
5. Cut a zero degree (0°) broom cut. (Job Sheet 2)
6. Cut a 45 degree (45°) elevation. (Job Sheet 3)
7. Cut a 90 degree (90°) elevation. (Job Sheet 4)
8. Design and cut a flat top. (Job Sheet 5)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Invite guest speakers

  — Invite a local professional cosmetologist who specializes in clipper cuts to speak to the class.

  — Invite a beauty supply distributor to set up a display with appropriate implements and supplies for cutting hair with clippers. Ask the speaker to talk to the class about types of clippers, safe usage, and maintenance.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Order films, videotapes, and other materials to supplement the unit.

  — See suggested resources and unit references.

- Make arrangements for any audiovisual equipment that will be needed for this unit.

- Arrange to have all materials and supplies necessary to complete job sheets.

- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with clipper cutting to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Identify implements and equipment used in clipper cutting.

- Ask a beauty supply distributor to speak to the class about implements and supplies available in the market place.

- Go over terms and their descriptions with the students.
- Use Transparency Master 1.
- Prepare a demonstration table for the classroom with implements and supplies to be used in this unit of study.

Objective 3: List steps for cleaning, sanitizing, and maintaining clippers.

- Demonstrate the steps for sanitizing and maintaining clippers and blades.

APPLICATION

Objective 4: Correctly handle the clipper and comb.

- Have students familiarize themselves with clippers before beginning the job sheet.
- Have students complete Job Sheet 1.

Objective 5: Cut a zero degree (0°) broom cut.
Objective 6: Cut a 45 degree (45°) elevation.
Objective 7: Cut a 90 degree (90°) elevation.
Objective 8: Design and cut a flat top.

- Have students complete Job Sheets 2-5.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *The Chart Method of Haircutting* by Nicolas. Units titled: #1—*Vertical Layering*, #2—*Rounded Graduation*, #3—*One Length*, #4—*One Length Plus*. ISBN 0-87350-681-2. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS, four parts)
- *Cosmetology: Preparation for Licensing.* Unit titled *Hair Shaping and Styling Review.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips on video, six parts, 81 minutes)

- *Haircutting and Hairstyling* by Kenneth of London. Units titled: *Haircutting Part 1*, ISBN 0-87350-687-1; *Haircutting Part 2*, ISBN 0-87350-688-X. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta)
- *Hair Shaping.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included)
- *Layering and Graduation Haircutting* by House of Michael. Units titled: *0°-Solid Line #1*, ISBN 0-87350-708-8; *Heavy Layering-Above 90° #2*, ISBN 0-87350-709-6; *Equal Blend or Uniform-90° #3*, ISBN 0-87350-710-X; *High Graduation 45°-90° #4*, ISBN 0-87350-711-8; *Light Layering-Above 90° #5*, ISBN 0-87350-712-6; *Graduated Bob 0°-45° #6*, ISBN 0-87350-713-4. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS, six parts)

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Fernandez, Martha G. *Haircutting Basics.* Good Life Products, Inc.: Hialeah, FL, 1991.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1990.
- McDonald, Susan, Maxine Mottram. *Preparation for Cosmetology Licensing Examinations.* ARCO Publishing, Inc.: New York, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.
- Yahm, Jacob J. ed. *Standard Textbook of Professional Barber-Styling.* Milady Publishing Co: Albany, NY, 1983.

CUTTING HAIR WITH CLIPPERS

OBJECTIVE 1

Match terms associated with clipper cutting to their correct definitions.

- **45 degree (45°) cut** — hair is directed to a low elevation which produces maximum bulk towards the end of the hair with a finish shaping that is longer on the upper strands and shorter on the lower strands; most effective on fine-textured hair when no layering is required
- **90 degree (90°) cut** — hair directed away from the scalp at a perpendicular angle; this medium elevation produces a cut of the same length and is effectively used with any hair texture
- **blunt cutting** — cutting straight across the hair without tapering; also called a club cut
- **elevation** — cutting angles used to create different hair shapings; categories include high, low, and medium
- **guideline** — a narrow strand of hair at the nape and both sides of the head; cut to a precise length, it establishes the hanging length and general shaping pattern of a hairstyle
- **hair shaping** — the cutting process of shortening, thinning, and tapering the hair using razor, scissors, clippers, and comb to mold the hair into a specific shape; also called haircutting
- **layering** — technique of cutting the hair into varied lengths by tapering and thinning it into many thin layers or steps, each one longer than another
- **shingling** — technique that involves shortening, tapering and blending all in one stroke; used to cut the hair close at the nape with the hair becoming longer toward the crown, without leaving a definite line; involves controlling ends of the hair with the comb and cutting at the same time
- **scissoring** — controlling a hair strand between the index and middle fingers of the auxiliary hand

- **tapering** — technique used to control the degree of elevation in a hair shaping; shortening the hair in a graduated effect; also known as feathering; it uses a diagonal cutting angle and removes hair length and bulk at the same time.

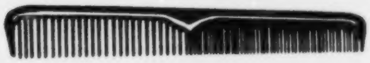
- **trimming or clipping** — cutting the extreme ends of the hair with scissors or clippers to remove split ends or uneven strands after a shaping

- **zero degree (0°) cut** — directing the hair straight down and close to the body; it produces a one-length shaping with no layers.

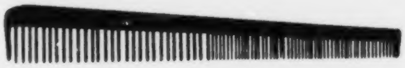
OBJECTIVE 2 **Identify implements and equipment used in clipper cutting.**

Combs — Two types of combs are primarily used for hair shaping.

- **styling comb** — Usually seven inches long, it has both fine and coarse teeth; the backs of some styling combs have a numbered scale that can be used to measure lengths of hair. These combs can be used on any texture of hair and are used to control the hair during shaping.

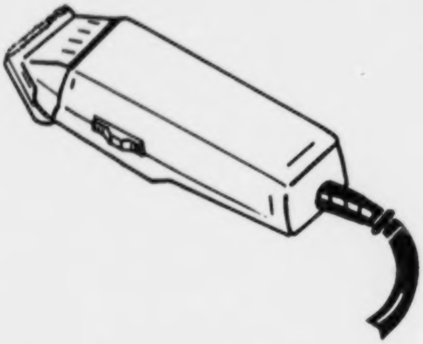


- **barber comb** — Longer and usually very flexible; used to taper a short, close neckline trim

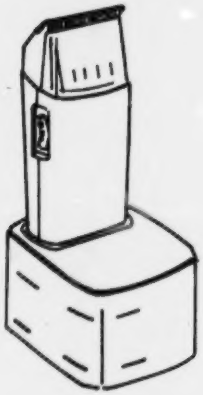


Clippers

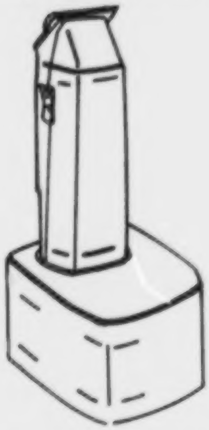
- **electric clippers** — Operated by an enclosed electric motor and available with either detachable or nondetachable cutting heads; has an attached electrical cord



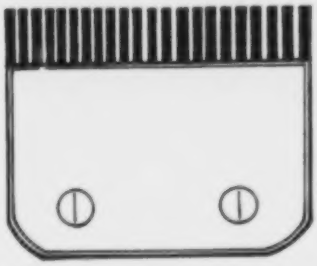
- **rechargeable clippers** — Cordless and lightweight, they increase freedom of movement; includes a charging unit which may have an indicator light to show when the unit is recharging



- **rechargeable trimmer** — Slimmer and lighter than clippers, they are especially suited for light trimming, final touch-ups, and for trimming around the ears.



- **clipper blades** — Available in a variety of sizes for specific shaping purposes, such as sculpturing, tapering, thinning, and cutting form lines; the most recommended blades are made from tempered stainless steel.



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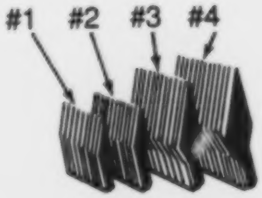
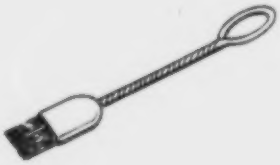
- **attachment combs** — Detachable, they snap on over the clipper blades to keep the blade off the scalp and cut the hair at a uniform length; usually numbered 1 through 4, they produce cuts ⅛", ¼", ⅜", and ½" long



- **clipper brush** — Stiff bristled brush used to remove loose hair from clippers



OBJECTIVE 3 **List steps for cleaning, sanitizing, and maintaining clippers.**

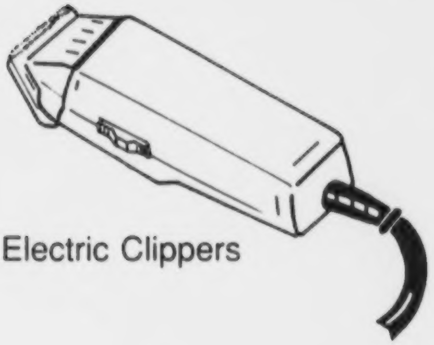
⚠ **WARNING:** Never sanitize clippers with wet sanitizer solutions as liquids could seep onto the coil and produce an electrical shock to the user. Always unplug clippers or remove from the charging unit prior to cleaning and sanitizing.

NOTE: Keep clippers and blades clean and sanitized at all times. Clippers in good working order will be safer to use.

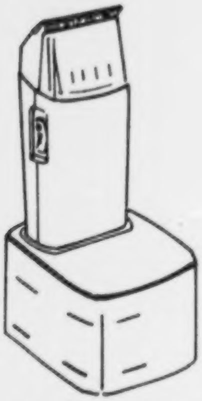
1. Brush loose hair clippings from the clipper blades, using a clipper brush.
2. Detach blade from the clipper head.
3. Wash blade in hot water and towel dry.
4. Sanitize blades in dry or electric sanitizer until ready for use.
5. Attach blade to clipper head when ready to use.
6. Place a drop of oil in holes located in the clipper head.
7. Remove excess oil with a dry cloth.

TM 1

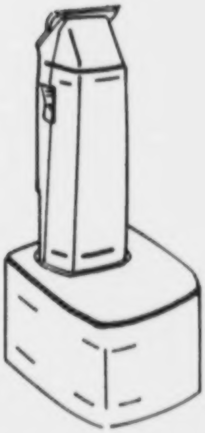
Implements and Equipment for Clipper Cutting



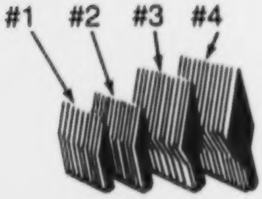
Electric Clippers



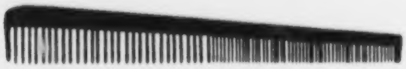
Rechargeable clippers



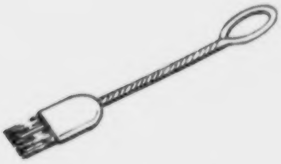
Rechargeable trimmer



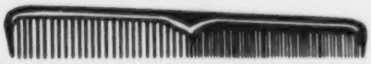
Attachment combs



Barber comb



Clipper brush



Styling comb

JOB SHEET 1

Development of:
READING SKILLS
SCIENCE SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, science, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions
- Using content area vocabulary

SCIENCE SKILLS

- Investigating/applying principles of anatomy/physiology

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.
- If students have difficulty investigating/applying principles of anatomy/physiology:

- Review the characteristics of hair types and growth patterns.
- Review the anatomical landmarks of the head.
- Review and demonstrate head positioning and the effect on cutting procedures.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty developing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

JOB SHEETS 2-5

Development of:
READING SKILLS
SCIENCE SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, science, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task.

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  SCIENCE SKILLS

  - Investigating/applying principles of anatomy/physiology

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1

CUTTING HAIR WITH CLIPPERS

XI

OBJECTIVE 4

Correctly handle the clipper and comb.

INTRODUCTION

Mastering the clippers-over-fingers and clippers-over-comb techniques is crucial in preparing to give a clipper cut of any kind. Methods may vary slightly from those taught by your instructor, but the steps outlined below will prepare you for the basics to good clipper cutting.

IMPLEMENTS AND EQUIPMENT

- Styling combs
- Barber comb
- Clippers
- Clips
- Spray water bottle
- Mannequin

PROCEDURE

NOTE: Discussion here will be concerned with handling the clippers and comb and will not involve a complete shaping. The techniques described will illustrate how to control a hair strand in different elevations. Later job sheets will concentrate on a complete shaping.

CLIPPERS-OVER-FINGERS (0° elevation)

1. Sanitize hands.

2. Drape mannequin.

3. Moisten the hair and comb out tangles.

4. Section hair and clip to leave a guideline panel revealed at the nape.

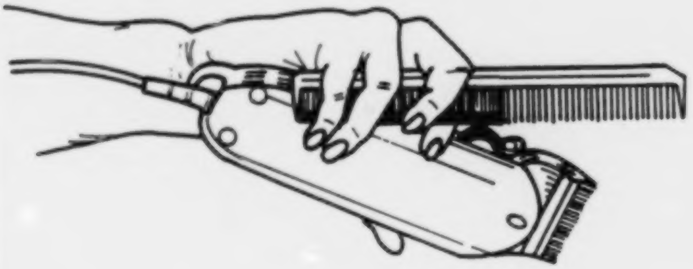
Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Life Science Skills
- Investigate/apply principles of anatomy/physiology

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

5. Hold clippers and comb in the dominant hand. (Figure 1)

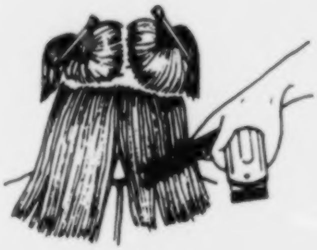
FIGURE 1



6. Comb out a guideline strand from the center of the nape.

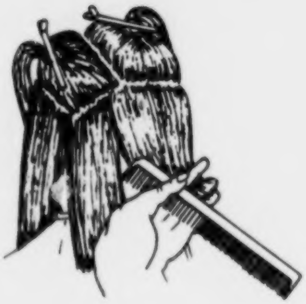
7. Tilt the client's head slightly forward and direct the strand straight down and against the neck. (Figure 2)

FIGURE 2



8. Scissor the strand between the index and middle finger of the auxiliary hand and slide fingers down to the cutting point. (Figure 3)

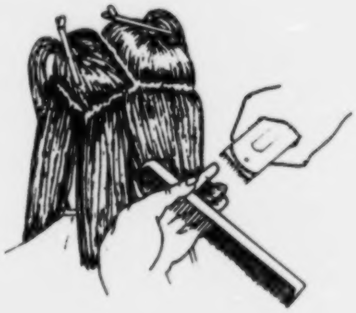
FIGURE 3



9. Transfer the comb between the thumb and index finger of the auxiliary hand.

10. Slide the bottom corner of the clipper blade over the fingers. (Figure 4)

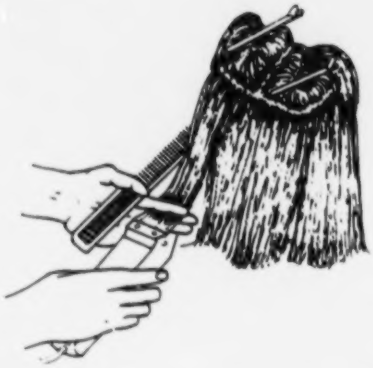
FIGURE 4



11. Working from the left side of the head to the right, complete the guideline, using above procedures 3 through 8.

12. Examine guideline and trim uneven ends by pressing the clippers onto the scissored fingers. (Figure 5)

FIGURE 5



CLIPPERS-OVER-FINGERS (45° elevation)

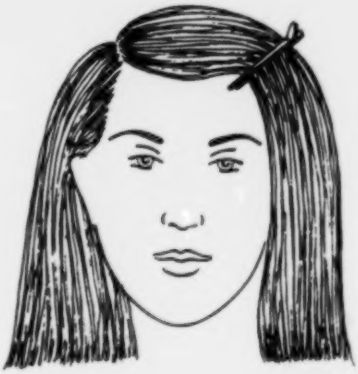
For a dramatic or asymmetrical look, you may at times need to cut a small subpanel much shorter than the basic shaping. Use a procedure similar to the following:

1. Moisten the hair, and comb out tangles.

2. Find the natural part and comb the side with more hair over the head and clip out of the way. (Figure 6)

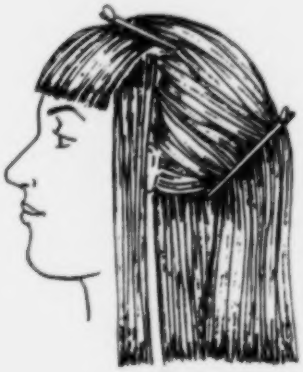
   NOTE: For certain trendy cuts it may sometimes be appropriate to work from the natural part instead of working from the basic four quarter sectioning pattern.

FIGURE 6



3. Make a subpanel above and to the front of the ear. Comb the hair forward and clip the remaining side panel back and out of the way. (Figure 7)

FIGURE 7



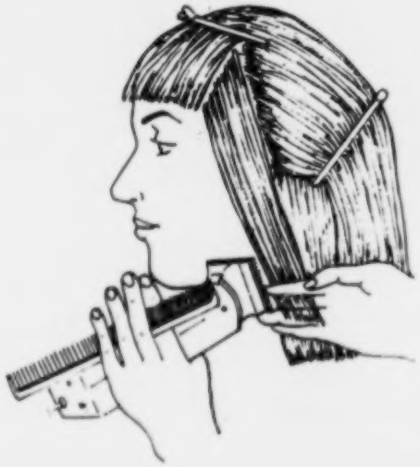
4. Holding comb and clippers in dominant hand, direct a strand down and out at 45° elevation.

5. Scissor the strand perpendicular between the index and middle finger of the auxiliary hand and slide fingers down to the cutting point.

6. Slide comb back between index and middle finger of the dominant hand out of the way of the clipper blades.

7. Slide the bottom corner of the clipper blade over the fingers. (Figure 8)

FIGURE 8



8. Repeat steps 4 through 7 until subpanel is completed.

9. This panel can later be styled with gel or mousse to the client's desired look.

CLIPPERS-OVER-COMB (45°/90° elevation)

The clippers-over-comb technique is especially suited for shaping men's hair in a tapered style, which produces a feathered or graduated effect and for shaping a wedge. The procedure described here includes both 45° and 90° elevations.

1. Moisten the hair and remove tangles.

2. Complete a guideline section for a short nape using clippers-over-fingers technique at 0° elevation.

3. Comb hair straight back and down.

4. Position yourself behind the client to start the cut from the bottom center of the nape area.

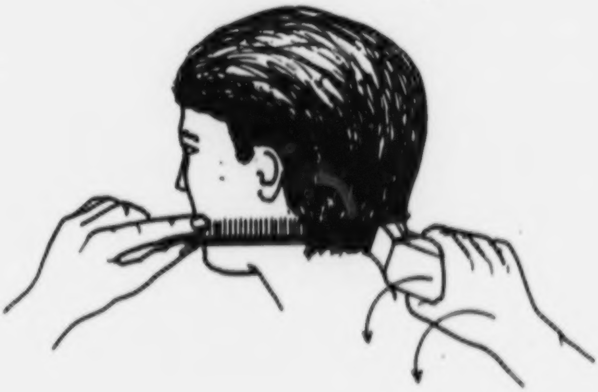
5. Hold comb in the auxiliary hand in a horizontal position with the teeth pointed upward.

6. Lift the hair with the comb to a 45° elevation and hold steady.

   NOTE: Be certain of desired finished hair length since all hair extending through the teeth of the comb will be cut.

7. With the clippers in the dominant hand, place clipper blades at the end of the comb and steadily slide them across the comb towards the auxiliary hand, cutting all hair that exceeds the teeth. (Figure 9)

FIGURE 9



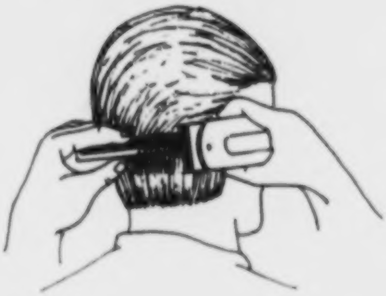
8. Continue working from the center to the left ear, then from the center to the right ear.

9. Hold the comb at the same angle and cutting distance from the head each time.

10. Let the comb pick up a few hairs from the previous strand as you lift to a 45° angle cutting position, letting the hair fall away from the comb and making the cut at that point.

11. Work upward to the occipital bone in a shingling movement, controlling the hair ends with the comb and cutting at the same time. (Figure 10)

FIGURE 10



NOTE: To cut the top, you will change to a 90° elevation from the occipital bone forward to the front hairline.

12. Remoisten the hair and remove tangles.

13. Comb the hair straight back and down.

14. Remain behind the client and start cutting the top from the center of the occipital bone.

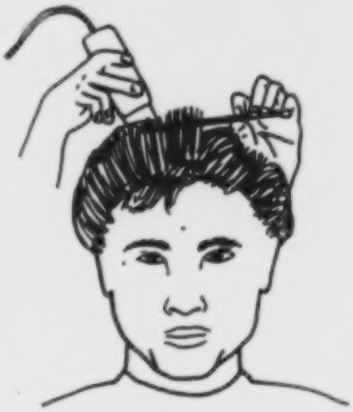
15. With the comb in the auxiliary hand in a horizontal position, teeth pointed upward, pick up the crown hair at a 90° elevation.

16. Lift the hair with the comb to the desired cutting point and hold steady.

17. With clipper in dominant hand, place clipper blade on the comb and slide over the teeth, cutting all extending hair.

18. With the same movement, continue to lift small sections and cut, working toward the front hairline. (Figure 11)

FIGURE 11



19. As you work left and right of the center, pick up a few hairs from the previous cut and lift comb until they fall away, making cuts at this point.

20. Continue until finished. Use comb to lift and examine the hair for uneven lengths. Trim as necessary using the clippers-over-comb technique.

21. Sanitize work area, implements, equipment, and hands.

22. Have instructor evaluate your work.

JOB SHEET 2 — CUTTING HAIR WITH CLIPPERS — XI

OBJECTIVE 5

Cut a zero degree (0°) broom cut.

INTRODUCTION

The broom cut is a one-length hairstyle very suitable for straight hair and fine-textured hair which doesn't hold layered styles very well. The most popular lengths range from chin length to just above the shoulders. This shaping can be worn with a center part, side part, or bangs as desired. If the client is going to wear his/her hair parted on the side, you must cut it while parted on that side so the hair combed over the top will have the same finish length as the opposite side guidelines. The cut described in this job sheet will be for a center part with bangs.

IMPLEMENTS AND EQUIPMENT

- Styling comb
- Barber comb
- Clippers
- Clips
- Spray water bottle

SUPPLIES

- Shampoo
- Conditioner

NOTE: Successful completion of Job Sheet 1 is recommended.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Life Science Skills
- Investigate/apply principles of anatomy/ physiology

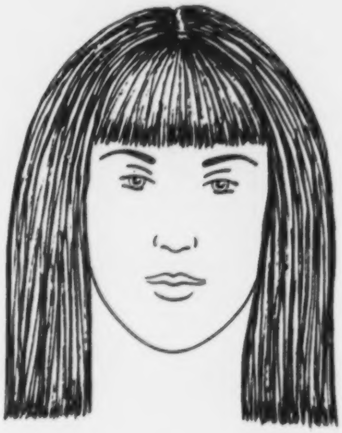
1. Sanitize hands.
2. Seat client and preplan the desired finish length. Drape for shampoo. Have client remove and safeguard jewelry.
3. Shampoo, condition, and detangle client's hair.
4. Position yourself to the side front of the client.

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Part front bang section from a center point 2" back of the hairline, to the left and right temples. (Figure 1)

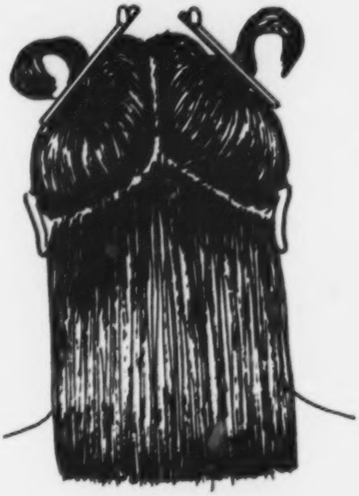
FIGURE 1



6. Part remainder of the top at the center of the crown.

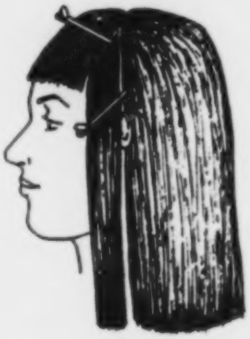
7. Move behind client and section the top back from the bangs to the occipital bone, forming an inverted "V" from the occipital bone to below the ears. Clip the top sections out of the way, and comb the rest of the back hair straight down. (Figure 2)

FIGURE 2



8. Part left and right sides from the apex point of the bangs down in front of the ears. Comb straight down so that the sides can be included in cutting the guideline. (Figure 3)

FIGURE 3



9. Position yourself behind the client.

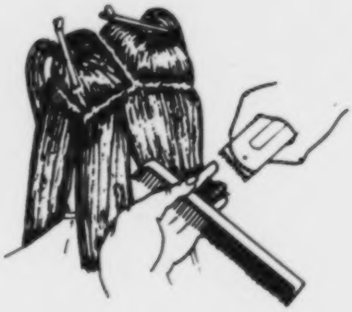
10. Tilt the client's head forward while you cut the nape guideline to avoid a tapered cut.

11. Comb out a 1" strand from the center of the nape.

12. Scissor the strand between the index and middle fingers of the auxiliary hand and slide the fingers down and flat against the neck at a 0° elevation.

13. Stop at the cutting point and with clippers in the dominant hand, make the first guideline cut, using clippers-over-fingers technique. (Figure 4)

FIGURE 4



14. Working from the center to the left ear and then from the center to the right ear, comb out a new strand, including a few hairs from the previous guideline cut each time.

15. Scissor the strand, slide fingers to the cutting point. Avoid cutting the guideline hair and make a clippers-over-fingers cut.

    NOTE: As you move to the sides, have client hold head in an upright position so that the guideline, and eventually the entire bottom perimeter line, is parallel with the ground as the client stands with his/her head straight. Thus the style name "broom cut."

16. Check the guideline from ear to ear for uneven lengths. Use clippers-over-fingers pressing technique to trim extending hair.

17. Unclip the top sections, remoisten as necessary, and comb the hair down, removing tangles.

18. Tilt client's head forward.

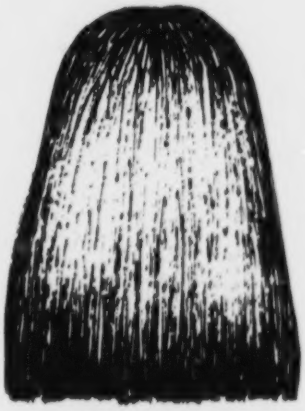
19. Again work from the center to the left ear, combing out a 2" strand, scissoring between index and middle fingers of the auxiliary hand and sliding fingers down to the guideline length of the underneath layer.

20. Use clippers-over-fingers technique to make the cut. Avoid cutting the guideline layer.

21. Work from the back center to the right ear, using procedures 19 and 20.

22. Comb through and examine completed back perimeter with client's head held upright. From the back, the finish cut should resemble a broom. (Figure 5)

FIGURE 5



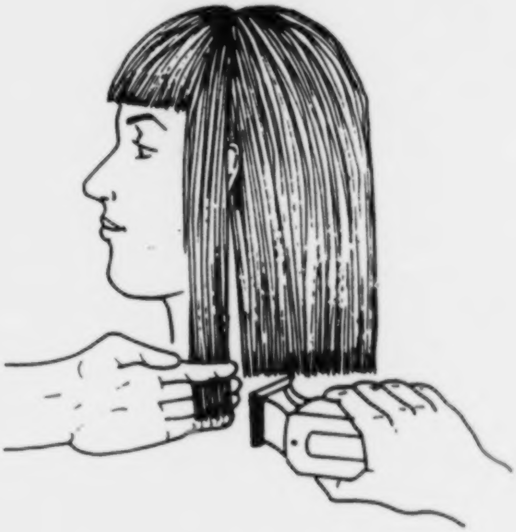
23. Reposition yourself to the client's left side.

24. Dampen hair as necessary. Have client hold head upright.

25. Comb the side strand down and scissor between index and middle fingers of the auxiliary hand. Include a few hairs from the finished guideline.

26. Slide fingers to the cutting point and with clippers in the dominant hand, make a clippers-over-fingers cut from the guideline to the front. Avoid cutting guideline hair. (Figure 6)

FIGURE 6



27. Comb through and examine completed left side and trim as necessary, using clippers-over-fingers pressing technique.

28. Move to the right side and repeat procedures 24 through 27, making this cut in the direction from the front to the guideline. Again, avoid cutting into the guideline.

29. Reposition yourself to the side front facing the client.

NOTE: The bangs outline may be cut to a variety of lengths and shapes. The cut described here is for eyebrow-length and slightly shorter in the middle.

30. Remoisten hair as necessary.

31. Lift client's head into an upright position.

32. Recomb the triangle parting of the bangs straight forward and flat to the forehead.

33. Scissor a 1″ strand from the center of the bangs. Slide fingers to a cutting point ½″ above eyebrows. Hold at a 0° elevation.

34. Using clippers-over-fingers technique, make the first cut.

35. Scissor the bangs to the left of center and slide fingers in a diagonal angle downward to the right temple. Hold at 0° elevation.

36. Make clippers-over-fingers cut from the center guideline to the temple.

37. Scissor the bangs right of center and slide fingers in a diagonal angle downward to the left temple. Hold at 0° elevation.

38. Make clippers-over-fingers cut from the temple to the guideline.

39. Comb through and examine for uneven hair and to make sure finish cut is slightly concave. Trim as necessary.

40. Sanitize work area, implements, equipment, hands.

41. Have instructor evaluate your work.

JOB SHEET 3

CUTTING HAIR WITH CLIPPERS

XI

OBJECTIVE 6

Cut a 45 degree (45°) elevation.

INTRODUCTION

The use of different elevations in a single shaping is vital to the professional cosmetologist. Many modern hair styles are created by cutting the hair in more than one elevation. The wedge described here is one such shaping. It is an easy care style with a popular feminine look. The wedge is graduated with the shortest hair in the nape and the longest hair in the crown. Though not cut at a strictly 45° elevation, it is described here because it incorporates two distinctly different 45° cuts.

IMPLEMENTS AND EQUIPMENT

- Styling comb
- Barber comb
- Clippers
- Clips
- Spray water bottle

SUPPLIES

- Shampoo
- Conditioner

NOTE: Successful completion of Job Sheet 1 is recommended.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Life Science Skills
- Investigate/apply principles of anatomy/physiology

1. Sanitize hands.

2. Seat client and preplan the style. Drape for shampoo. Have client remove and safeguard jewelry.

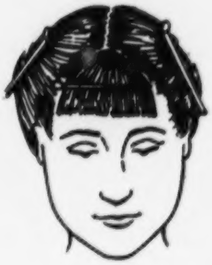
3. Shampoo, condition, and detangle client's hair.

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

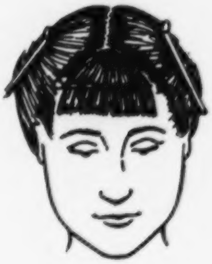
4. Section hair in basic four panel pattern: top, left and right sides, and back. Clip top and sides out of the way. (Figure 1)

FIGURE 1



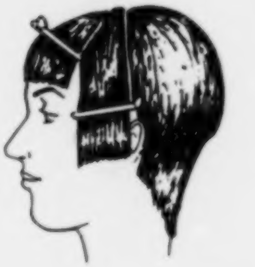
5. Part the remainder of the top at the center line from the bang to the occipital bone. (Figure 2)

FIGURE 2



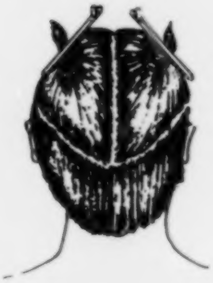
6. Part and clip the sides from the top of the crown to the top of the ears. (Figure 3)

FIGURE 3



7. Make a "V" part from the occipital bone to the top of the left and right ears. Pin the upper back hair out of the way and comb the lower section straight down. (Figure 4)

FIGURE 4



8. Cut a center guideline section for a very short nape using clippers-over-fingers technique at 0° elevation.
9. Comb down a 1" section from ear to ear including the guideline. Clip the rest of the back hair out of the way.
10. Hold the comb in the auxiliary hand in a horizontal position with the teeth pointed upward.

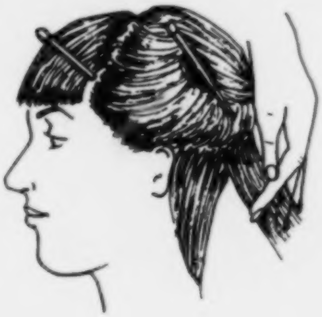
11. Following the contour of the head, lift the perimeter strands with the comb to a 45° elevation and make horizontal cuts using clippers-over-comb technique.

12. Comb down the next 1" section of hair from ear to ear. Remoisten as necessary.

13. Working upward to the occipital bone, shingle the hair, using the clippers-over-comb technique, at a 45° elevation.

NOTE: The hair must be cut in a graduated effect increasingly longer from the nape hairline to the occipital bone. (Figure 5)

FIGURE 5

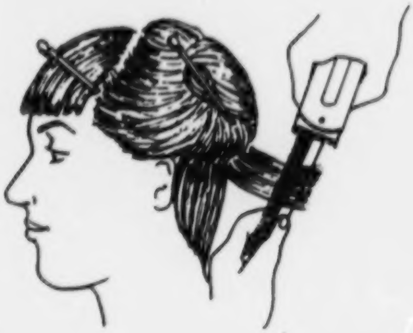


14. Remove the clips and comb the hair down from the crown to the occipital bone. Remoisten as necessary.

15. Work from the right ear to the left ear following the "V" parting at the occipital bone. Lift the hair with the comb to a 45° elevation until the longest of the previously cut nape hair falls away.

16. Make a one-length cut using clippers-over-comb technique along the "V" parting. (Figure 6)

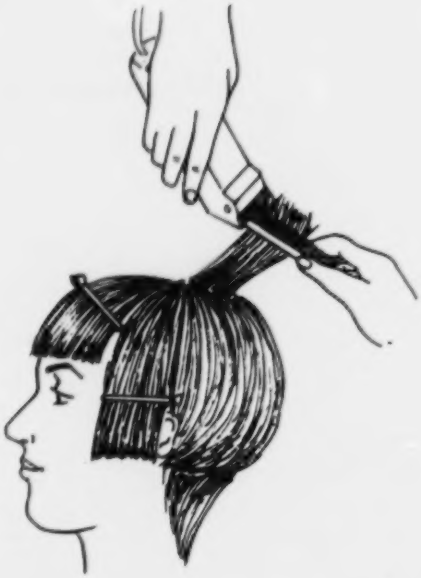
FIGURE 6



17. At the very crown, lift the hair at a 180° elevation and make a clippers-over-comb straight cut. (Figure 7)

NOTE: This will keep the hair from flipping up at the very back of the wedge.

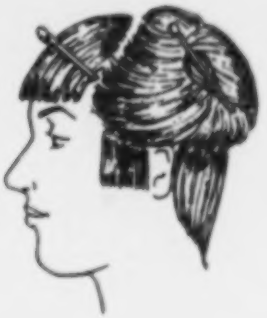
FIGURE 7



18. Move to the client's left side. Remoisten hair as necessary.

19. Repart the side section in half-horizontal sections. Clip the upper section out of the way. (Figure 8)

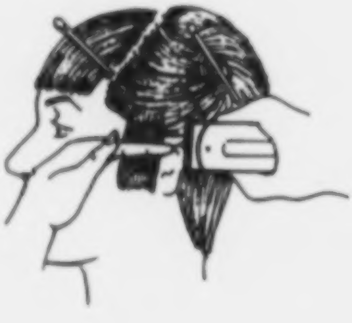
FIGURE 8



20. Comb out, scissor, and lift the perimeter section to a 45° horizontal elevation and cut using the clippers-over-fingers technique.

21. Remove clips, elevate top sub-section to a 45° elevation using the length of the perimeter layer as the guide to the cutting point. Make cut using clippers-over-fingers technique. (Figure 9)

FIGURE 9



22. Move to the client's right side and repeat procedures 18-21.

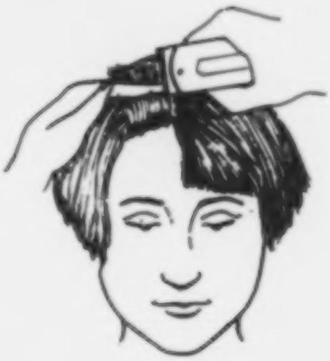
23. Reposition yourself to the client's front. Dampen hair as necessary.

24. Remove clips from the bang section and comb straight forward. Determine the finished length of the bangs.

25. Comb out, scissor, and lift the left half of the bang section to a 90° elevation. Make a horizontal clippers-over-fingers cut at the desired length. Cut from the temple to the center.

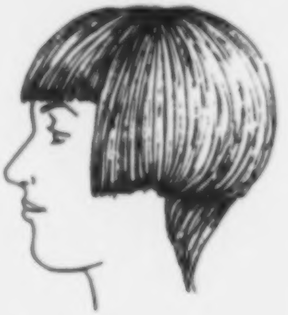
26. Repeat steps 24 and 25 on the right side of the bangs, cutting from the center to the temple. Make sure the cuts merge evenly at the center. (Figure 10)

FIGURE 10



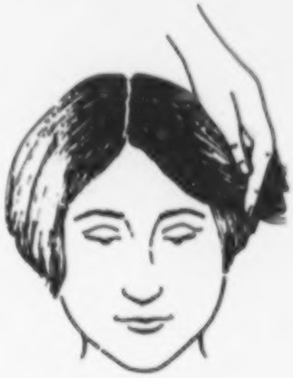
27. Move to the client's back side. With index and middle fingers of the auxiliary hand, elevate the back at 45° in vertical sections. Move from the center to the right, then from the center to the left side. Check and examine to insure that the back hair is graduated longer from the hairline to the occipital bone. Trim uneven lengths as necessary. (Figure 11)

FIGURE 11



28. Move to the sides and elevate the hair at 45° in vertical strands. Examine to insure that the hair from the ear to the front hairline is increasingly longer from the bottom layer to above the ears. (Figure 12)

FIGURE 12



29. From the side, scissor and lift the bang section at a 45° vertical elevation. Examine for uneven hair lengths and trim as necessary.

30. Sanitize work area, implements, equipment, and hands.

31. Have instructor evaluate your work.

JOB SHEET 4

CUTTING HAIR WITH CLIPPERS

XI

OBJECTIVE 7

Cut a 90 degree (90°) elevation.

INTRODUCTION

An even elevation cut (90°) can be effectively used with medium-textured and coarse-textured hair as it produces a layered shaping which holds curl and design equally well. When the entire cut is made at a 90° elevation, the classic one-level haircut is the result. The cut described here can be used on super short to medium length hair, considering the client's features and desired styling.

IMPLEMENTS AND EQUIPMENT

- Styling comb
- Barber comb
- Clippers
- Clips
- Spray water bottle

SUPPLIES

- Shampoo
- Conditioner

NOTE: Successful completion of Job Sheet 1 is recommended.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Life Science Skills
- Investigate/apply principles of anatomy/physiology

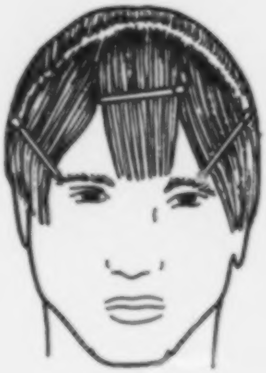
1. Sanitize hands.
2. Seat client and preplan the desired finish length and style. Drape for shampoo. Have client remove and safeguard jewelry.
3. Shampoo, condition, and detangle client's hair.

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Section hair in basic four panel pattern: top, left and right sides, and back. Clip top and sides out of the way. (Figure 1)

FIGURE 1



5. Position yourself to the client's left side.

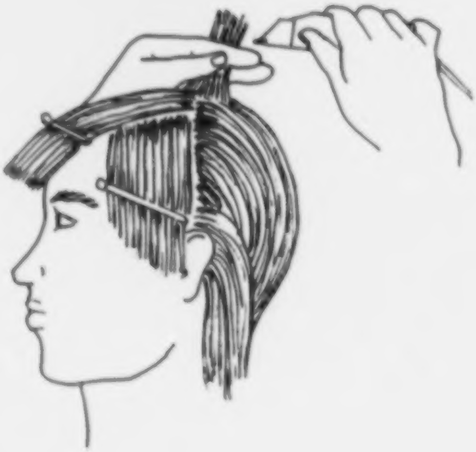
6. Comb out a 2" horizontal strand from the crown at the point where the top section meets the back section.

7. Determine the length of the desired finished shaping, scissor the strand between the index and middle finger of the auxiliary hand, slide the fingers to the cutting point, holding strand at a 90° elevation.

8. Make a clippers-over-fingers cut. (Figure 2)

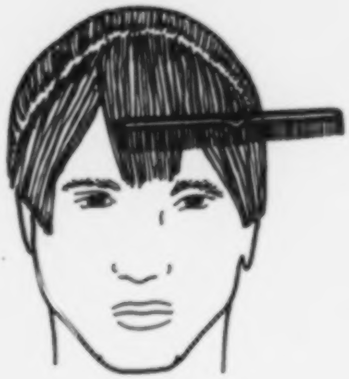
   NOTE: This strand becomes the crown checkpoint from which all other cuts will be measured.

FIGURE 2



9. Comb the top forward into a 2"-wide section. (Figure 3)

FIGURE 3



10. Starting from the crown checkpoint, comb out a 2" vertical strand from the top section. Include a few hairs from the checkpoint and elevate to 90°.

11. Scissor, slide fingers to cutting point, let the checkpoint hair fall away and cut, using clippers-over-fingers technique.

12. Continue the procedure forward in a straight line until the top section is completed.

13. Reposition yourself to the client's front left side.

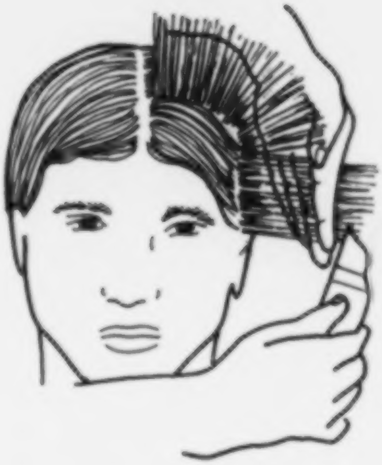
14. Make a center part from the crown checkpoint to the front hairline. Remove clips and comb the top hair straight down into the side sections.

15. Starting on the client's left side, comb out a straight and vertical 1" section from the ear to the top center part.

16. Starting at the top, slightly down from the part, comb out and scissor a 2" vertical strand including a few hairs from the crown checkpoint previously cut.

17. Elevate to 90°, slide fingers to the cutting point, letting the checkpoint hairs fall away and make a clippers-over-fingers cut. Continue this procedure downward until reaching the ear. (Figure 4)

FIGURE 4



18. Working in straight and vertical 1" sections, continue forward to the hairline, using procedures 15 through 17.

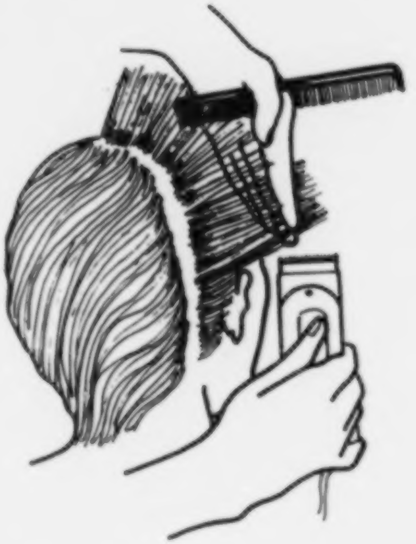
19. Reposition yourself to the back right side of the client's head. Remoisten the hair as necessary.

20. Starting at the crown checkpoint, make a 1½" to 2" vertical section straight down and behind the ear, combing the remaining hair straight back out of the way.

21. Comb up, scissor and lift a 2" strand to a 90° elevation. Include a few hairs from the checkpoint and the previously cut side section.

22. Slide fingers to the cutting point, let the checkpoint hairs fall away and make a clippers-over-fingers cut. Continue procedure downward until the strand is completed. Include a few previously cut hairs each time. (Figure 5)

FIGURE 5



23. Working in 2" vertical strands, continue cutting towards the center back of the head, using above procedures 20 through 22.

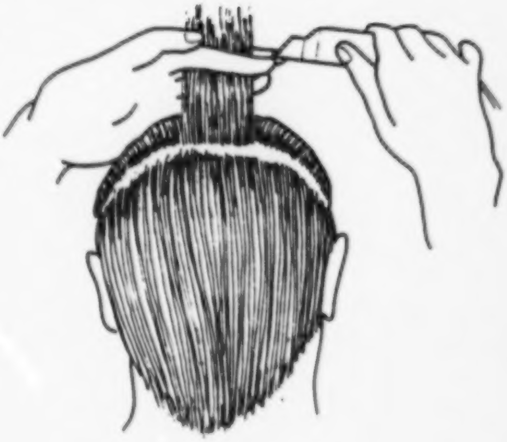
24. Move to the left side of the client's head. Remoisten hair as necessary.

25. Work from the left ear to the center back of the head repeating above steps 20 through 22.

26. To check for an even cut, reposition yourself behind the client and start at the crown.

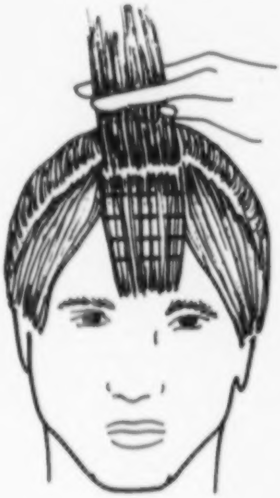
27. Scissor and elevate to 90° a horizontal section at the original crown checkpoint. Examine for uneven lengths of hair and trim even as necessary. (Figure 6)

FIGURE 6



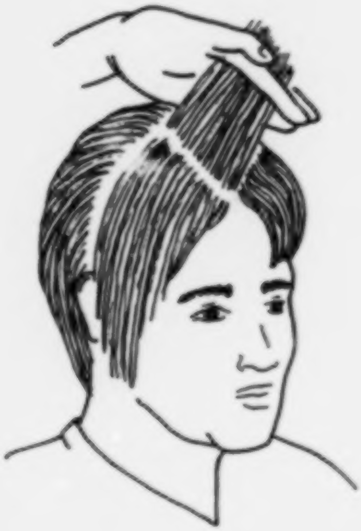
28. Comb a 2" wide section on the top straight forward. Scissor horizontal sections and elevate at 90° working from the crown to the front hairline. Three to five checks may be necessary. Examine and trim even as necessary. (Figure 7)

FIGURE 7



29. Reposition yourself to either side and starting at the top, comb, scissor, and lift horizontal sections at 90° elevation. Examine and trim as necessary. Work down to hairline. (Figure 8)

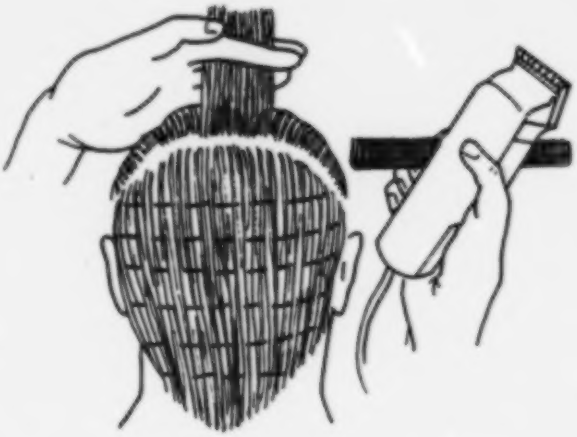
FIGURE 8



30. Move to the other side and repeat step 29.

31. Move behind the client and check the back. Start at the back center working from the crown to the back hairline. Comb, scissor, and lift horizontal sections at 90° elevation. Examine and trim as necessary. (Figure 9)

FIGURE 9



32. Check left and right sides of the back, repeating step 31. Comb into style.

33. Sanitize work area, implements, equipment, and hands.

34. Have instructor evaluate your work.

JOB SHEET 5 — CUTTING HAIR WITH CLIPPERS — XI

OBJECTIVE 8

Design and cut a flat top.

INTRODUCTION

The flat top has long been a popular men's style because of its ease in care and distinct style. It works best with medium-textured, coarse-textured, and super-curly hair. Fine or thin hair are the least workable textures. When cutting a flat top from a previously longer style, it is of utmost importance to predetermine the desired length with the client. The sides are usually cut short, semi-short, and medium short using the #1, #2, #3, or #4 attachment combs. The top is cut without attachment combs, using the clippers-over-comb technique, and should be graduated in length from the front hairline to the crown. The top should appear flat; the sides, square.

IMPLEMENTS AND EQUIPMENT

- Styling comb
- Barber comb
- Electric clippers and trimmer
- Attachment combs
- Spray water bottle

SUPPLIES

- Shampoo
- Conditioner
- Styling gel

NOTE: Successful completion of Job Sheet 1 is recommended.

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.

2. Seat client and preplan finish length of sides and top. Drape for shampoo. Have client remove and safeguard jewelry.

3. Shampoo, condition, and detangle client's hair.

4. Apply styling gel to moist hair and blow-dry the top hair straight up. Position yourself behind the client.

5. Snap selected attachment comb in place on clippers.

Life Science Skills
- Investigate/apply principles of anatomy/physiology

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

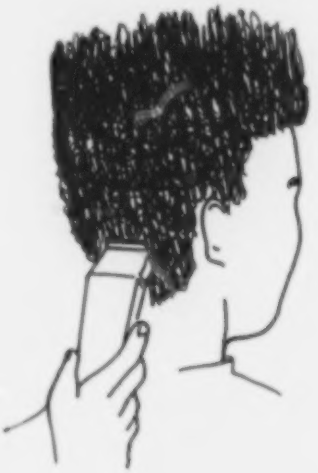
6. Using freehand technique, start at the nape hairline and cut straight up to the crown area, stopping about 2" above the top of the ear.

7. Work from the center to the right side hairline, then from the center to the left side hairline.

8. Comb the side and back hair down and repeat steps 6 and 7, making sure no uneven hair lengths remain. (Figure 1)

   NOTE: Be careful to stop cutting the sides below where the contour of the head starts curving to the top, so that the sides are not rounded. This will vary but should be about 1½" to 2" above the ear.

FIGURE 1



9. Remove attachment comb from clippers.

10. Hold comb in a horizontal position, lift the hair at the crown to a 90° elevation. Stop comb at the cutting point, leaving the hair about ¼" to ½" long. Hold comb flat and level across the head.

11. Make a clippers-over-comb cut from side to side.

12. Reposition yourself to the front of the client.

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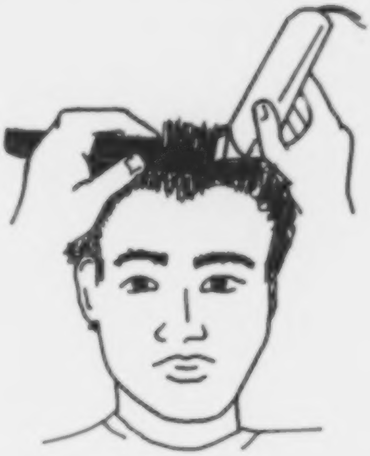
13. Holding the comb horizontal and flat, cut the front hair straight across from side to side. Leave front cut about 2" long. (Figure 2)

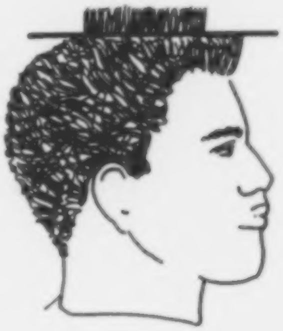
FIGURE 2



14. Check with client to determine if the front hair is the desired length. Recut the front, if necessary, until desired front length is achieved.

15. Move to the side and visualize the finished cut from the front to the crown. (Figure 3)

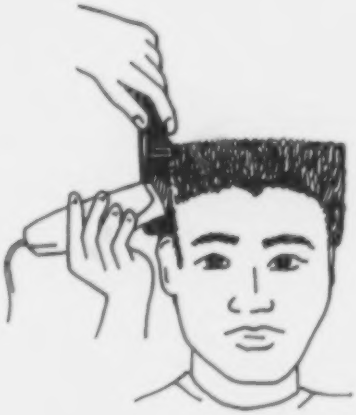
FIGURE 3



16. Move to the front of the client, and using clippers-over-comb technique, lift and cut small sections from side to side, working from the crown to the front.

17. Move to the sides, hold the comb in a vertical position and cut the sides of the top from the back to the front temple area. Blend the top into the previously-cut sides and back. (Figure 4)

FIGURE 4

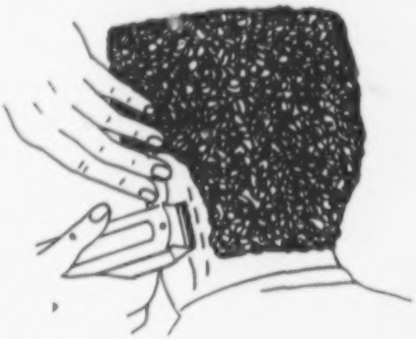


18. Remoisten hair, reapply styling gel, and blow dry as you comb the hair straight back and up.

19. Check for uneven lengths by lifting small sections of the top, working from the front to the crown. Trim as necessary.

20. With electric trimmer, touch up the sideburns, around the ears, and the neckline. (Figure 5)

FIGURE 5



21. Sanitize work area, implements, equipment, and hands.

22. Have instructor evaluate your work.

PRACTICAL TEST 1

CUTTING HAIR WITH CLIPPERS

XI

JOB SHEET 1

Correctly handle the clipper and comb.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

CLIPPERS-OVER-FINGERS (0° elevation)

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped mannequin	___	___
3. Moistened hair and combed out tangles	___	___
4. Sectioned and clipped hair, leaving a guideline panel revealed at the nape	___	___
5. Held clippers and comb in the dominant hand	___	___
6. Combed guideline strand from center of the nape	___	___
7. Tilted head forward, directed strand straight down and against the neck	___	___
8. Scissored strand and slid fingers to the cutting point	___	___

	Yes	No
9. Transferred comb to the auxiliary hand	___	___
10. Slid clipper blade over the fingers	___	___
11. Working left to right, completed guideline	___	___
12. Examined guideline, trimmed uneven ends	___	___

CLIPPERS-OVER-FINGERS (45° ELEVATION)

The student:

	Yes	No
1. Moistened hair and combed out tangles	___	___
2. Found natural part, combed hair over head and clipped out of way	___	___
3. Made subpanel above and to front of ear; combed hair forward, clipped remaining side panel out of way	___	___
4. Comb and clippers in dominant hand, directed strand to 45° elevation	___	___
5. Scissored strand perpendicular, slid fingers to cutting point	___	___
6. Slid comb between index and middle fingers of dominant hand	___	___
7. Slid clipper blade over the fingers	___	___
8. Repeated steps 4 through 7 until subpanel completed	___	___
9. Styled with gel or mousse as desired	___	___

CLIPPERS-OVER-COMB (45°/90° ELEVATIONS)

The student:	Yes	No
1. Moistened hair and combed out tangles	___	___
2. Completed nape guideline using clippers-over-fingers technique at 0° elevation	___	___
3. Combed hair straight back and down	___	___
4. Positioned him/herself behind the client	___	___
5. Held comb in auxiliary hand in horizontal position, teeth pointed upward	___	___
6. Lifted hair with comb to a 45° elevation	___	___
7. Slid clipper blade over the comb, cutting all extending hair	___	___
8. Worked from center to left ear, then center to the right ear	___	___
9. Held comb at same angle and cutting distance each time	___	___
10. Let comb pick up a few hairs from previous strands lifting hair to 45° angle cutting position, letting hairs fall away from comb, and making a cut at that point	___	___
11. Worked upward to the occipital bone in a shingling movement	___	___
12. Moistened top hair and combed out tangles	___	___
13. Combed the hair straight back and down	___	___

	Yes	No
14. Remained behind client and started cutting the top from the center of the occipital bone	___	___
15. With the comb in the auxiliary position, teeth pointed upward, picked up the crown hair at a 90° elevation	___	___
16. Lifted hair with comb to desired cutting point	___	___
17. Held clipper in dominant hand, slid blade over the comb, cutting all extending hair	___	___
18. Used same movement to lift and cut small sections, working toward front hairline	___	___
19. Repeated steps until top was completed	___	___
20. Used comb to lift and examine hair for uneven lengths; trimmed as necessary, using clipper-over-comb technique	___	___
21. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

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PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Performed clippers-over-fingers technique accurately	4	3	2	1
Performed clippers-over-comb technique accurately	4	3	2	1

EVALUATOR'S COMMENTS

____

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____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Cut a zero degree (0°) broom cut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned finish length, draped for shampoo, and had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled hair	___	___
4. Positioned him/herself to the front side of the client	___	___
5. Parted bang section in triangle pattern	___	___
6. Parted rest of top at center of crown	___	___
7. Sectioned top back in inverted "V" from the occipital bone to below the ears; clipped top out of the way and combed lower back hair straight down	___	___

	Yes	No
8. Parted left and right sides from apex point of bangs down in front of ears; combed straight down	___	___
9. Positioned him/herself behind client	___	___
10. Tilted head forward, combed out a 1″ strand from the center of the nape	___	___
11. Scissored the strand, slid fingers down and flat against the neck at 0° elevation, stopped at the cutting point	___	___
12. Held clippers in dominant hand, made guideline cut using clippers-over-fingers technique	___	___
13. Worked from center to the left, center to the right; included a few hairs from the previous guideline cut each time	___	___
14. Scissored each strand, slid fingers to the cutting point, avoided cutting the guideline hair, and made clipper-over-fingers cut	___	___
15. Kept client's head in an upright position during all guideline cuts	___	___
16. Checked guideline from ear to ear for uneven lengths and trimmed as necessary	___	___
17. Remoistened top section, combed the hair down and removed tangles	___	___
18. Tilted client's head forward	___	___
19. Combed out a 2″ strand from the center, scissored and slid fingers to the guideline cutting point	___	___

	Yes	No
20. Made a clippers-over-fingers cut; avoided cutting the guideline layer underneath	___	___
21. Worked from center to the left ear, then center to the right ear	___	___
22. Combed through and examined the completed back perimeter and trimmed as necessary	___	___
23. Repositioned him/herself to the client's left side	___	___
24. Dampened hair as necessary; positioned client's head in upright position	___	___
25. Combed side strand down, scissored between index and middle fingers and included a few hairs from the finished guideline	___	___
26. Slid fingers to the cutting point and made a clippers-over-fingers cut from the guideline to the front; avoided cutting guideline hair	___	___
27. Combed through and examined completed left side, trimmed as necessary	___	___
28. Moved to client's right side and repeated side strand cut, cutting from the front to the guideline	___	___
29. Repositioned him/herself to the front facing the client	___	___
30. Remoistened hair as necessary	___	___
31. Lifted client's head to an upright position	___	___

	Yes	No
32. Recombed the triangle parting of the bangs straight forward and flat to the forehead	___	___
33. Scissored a 1" strand from the center of the bangs, slid fingers to a cutting point ½" above the eyebrows and held at a 0° elevation	___	___
34. Made first cut using clippers-over-fingers technique	___	___
35. Scissored bangs to the left of center and slid fingers in a diagonal angle towards the right temple; held at 0° elevation	___	___
36. Made clippers-over-fingers cut from the center guideline to the temple	___	___
37. Scissored the bangs right of center, slid fingers in a diagonal angle towards the left temple and held at a 0° elevation	___	___
38. Made a clippers-over-fingers cut from the temple to the guideline	___	___
39. Combed through and examined for uneven hair and trimmed as necessary	___	___
40. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for clipper cut	4	3	2	1
Accurately cut a 0° broom cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

CUTTING HAIR WITH CLIPPERS

XI

JOB SHEET 3

Cut a 45 degree (45°) elevation.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned style and draped for shampoo, and had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled hair	___	___
4. Sectioned hair in basic four panel pattern: top, left and right sides, and back; clipped top and sides out of the way	___	___
5. Parted remainder of the top at the center line from the bang to the occipital bone	___	___
6. Parted and clipped the sides from the top of the crown to the top of the ears	___	___

	Yes	No
7. Made a "V" part from the occipital bone to the top of the ears. Pinned the upper back hair out of the way and combed the lower section straight down	___	___
8. Cut a center guideline section for a very short nape; used clippers-over-fingers technique at 0° elevation	___	___
9. Combed down a 1" section from ear to ear, including the guideline; clipped the rest of the back hair out of the way	___	___
10. Held the comb in the auxiliary hand in a horizontal position, teeth pointed upward	___	___
11. Followed the contour of the head, lifted the perimeter strands with the comb to a 45° elevation and made horizontal cuts using clippers-over-comb technique	___	___
12. Combed down the next 1" section of hair from ear to ear; remoistened as necessary	___	___
13. Worked upward to the occipital bone, shingled the hair, using the clippers-over-comb technique at a 45° elevation	___	___
14. Cut hair from guideline to occipital bone in a graduated effect, increasingly longer from the nape to the occipital bone	___	___
15. Removed clips, combed down the hair from the crown to the occipital bone; remoistened as necessary	___	___

	Yes	No
16. Worked from the right ear to the left ear, following the "V" parting at the occipital bone; lifted the hair with the comb to a 45° elevation until the longest of the previously cut nape hair fell away	___	___
17. Made a one-length cut using clippers-over-comb technique along the "V" parting	___	___
18. Lifted the hair at the very crown to a 180° elevation and made a clippers-over-comb cut	___	___
19. Moved to the client's left side and remoistened the hair as necessary	___	___
20. Reparted the side section in half-horizontal sections and clipped the upper section out of the way	___	___
21. Combed out, scissored, and lifted the perimeter section to a 45° horizontal elevation and made cut using the clippers-over-fingers technique	___	___
22. Removed clips, elevated top sub-section to a 45° elevation using the length of the perimeter layer as the guide to the cutting point; made cut using clippers-over-fingers technique	___	___
23. Moved to client's right side and repeated side section technique	___	___
24. Repositioned him/herself to the client's front; dampened hair as necessary	___	___
25. Removed clips from bang section, combed straight forward and determined finish length of the bangs	___	___

	Yes	No
26. Combed out, scissored, and lifted the left half of the bang section to a 90° elevation; made a horizontal clippers-over-fingers cut at the desired length from temple to the center	___	___
27. Repeated bang cut on the right half of the bangs from center to the temple, making sure cuts merged evenly at the center	___	___
28. Checked and examined back of hair for uneven lengths and to insure graduation of length from hairline to occipital bone; trimmed as necessary	___	___
29. Examined sides to insure hair from ear to the front hairline is increasingly longer from the bottom layer to above the ears; trimmed as necessary	___	___
30. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

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____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair for clipper cut	4	3	2	1
Accurately cut a 45° elevation clipper cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 4

Cut a 90 degree (90°) elevation.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned finish length and style draped for shampoo, and had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled hair	___	___
4. Sectioned hair in basic four panel pattern, clipped top and sides out of the way	___	___
5. Positioned him/herself to client's left side	___	___
6. Combed out a 2" horizontal strand from the crown at the point where the top section meets the back section	___	___

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	Yes	No
7. Determined the desired finish length, scissored the strand, and slid fingers to the cutting point holding strand at a 90° elevation	___	___
8. Made a clippers-over-fingers cut at this crown checkpoint	___	___
9. Combed the top forward into a 2"-wide section	___	___
10. Started at the crown checkpoint, combed out a 2" vertical strand from the top section; included a few hairs from the checkpoint and elevated to 90°	___	___
11. Scissored strand, slid fingers to cutting point, let checkpoint hair fall away and made a clippers-over-fingers cut	___	___
12. Continued procedure forward in a straight line until top section was completed	___	___
13. Repositioned him/herself to the client's front left side	___	___
14. Made a center part from the crown checkpoint to the front hairline; removed clips and combed the top hair straight down into the side sections	___	___
15. From the left side, combed out a straight and vertical 1" section from the ear to the top center part	___	___
16. Starting at the top, slightly down from the part, combed out and scissored a 2" vertical strand including a few hairs from the crown checkpoint	___	___

	Yes	No
17. Elevated to 90°, slid fingers to the cutting point, let the checkpoint hairs fall away and made a clippers-over-fingers cut; continued downward until reaching the ear	___	___
18. Worked in straight and vertical 1″ sections, continuing forward to the hairline	___	___
19. Repositioned him/herself to the back right of client's head; remoistened hair as necessary	___	___
20. Starting at the crown checkpoint, made a 1½″ to 2″ vertical section straight down and behind the ear; combed the remaining hair straight back out of the way	___	___
21. Combed, scissored, and lifted a 2″ strand to a 90° elevation, including a few hairs from the checkpoint and the previously cut side section	___	___
22. Slid fingers to the cutting point, letting checkpoint hairs fall away and made a clippers-over-fingers cut; continued downward until strand was completed	___	___
23. Working in 2″ vertical strands, continued cutting towards the center back of the head	___	___
24. Moved to client's left side; remoistened hair as necessary	___	___
25. Repeated side cutting procedure, working from left ear to center back of head	___	___
26. Scissored and elevated a horizontal section at the original checkpoint to 90°; examined for uneven lengths and trimmed as necessary	___	___

	Yes	No
27. Combed a 2"-wide section on the top straight forward; examined and checked by scissoring and elevating small sections to 90°; trimmed as necessary	___	___
28. Checked and examined sides by combing, scissoring, and lifting horizontal sections to 90°; trimmed as necessary	___	___
29. Checked back from crown to hairline by combing, scissoring, and lifting horizontal sections to 90°; examined and trimmed as necessary	___	___
30. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for clipper cut	4	3	2	1
Accurately cut a 90° elevation clipper cut	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

CUTTING HAIR WITH CLIPPERS

XI

JOB SHEET 5

Design and cut a flat top.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated client, preplanned finish length of sides and top, draped for shampoo, and had client remove and safeguard jewelry	___	___
3. Shampooed, conditioned, and detangled hair	___	___
4. Applied styling gel to moist hair and blow-dried the top hair straight up; positioned him/herself behind the client	___	___
5. Snapped selected attachment comb in place on clippers	___	___
6. Using freehand technique, started at the nape hairline and cut straight up to the crown area; stopped about 2" above the top of the ear	___	___

	Yes	No
7. Worked from center to right side hairline, then from center to left side hairline	___	___
8. Combed the side and back down and repeated the freehand cut making sure no uneven hair lengths remained	___	___
9. Removed attachment comb from clippers	___	___
10. Held comb in horizontal position, lifted hair at the crown to a 90° elevation, stopped comb at the cutting point about ¼" to ½" long	___	___
11. Held comb flat and level across the head and made a clippers-over-comb cut from side to side	___	___
12. Repositioned him/herself to the front of the client	___	___
13. Held comb horizontal and flat, cut the front hair straight across from side to side, leaving front cut about 2" long	___	___
14. Checked with client to determine finish length of front; recut if necessary, until desired length was achieved	___	___
15. Moved to the side and visualized the finish cut from the front to the crown	___	___
16. Moved to client's front and using clippers-over-comb technique, lifted and cut small sections from side to side; worked from the crown to the front	___	___

	Yes	No
17. Moved to the sides, held the comb in a vertical position and cut the sides of the top from the back to the front temple area; blended the top into the previously-cut sides and back	___	___
18. Remoistened hair, reapplied styling gel and blow-dried the hair as it was combed straight back and up	___	___
19. Checked for uneven lengths by lifting small sections of the top; working from the front to the crown, trimmed as necessary	___	___
20. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for clipper cut	4	3	2	1
Accurately cut a flat top	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

CUTTING HAIR WITH CLIPPERS

XI

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with clipper cutting to their correct definitions. Write the correct letters in the blanks.

___ 1. The cutting process of shortening, thinning, and tapering the hair using razor, scissors, clippers, and comb to mold the hair into a specific shape

___ 2. Cutting straight across the hair without tapering; also called a club cut

___ 3. Cutting the extreme ends of the hair with scissors or clippers to remove split ends or uneven strands after a shaping

___ 4. A narrow strand of hair at the nape and both sides of the head; cut to a precise length, it establishes the hanging length and general shaping pattern of a hairstyle

___ 5. Cutting angles used to create different hair shapings; categories include high, low, and medium

___ 6. Technique used to control the degree of elevation in a hair shaping; shortening the hair in a graduated effect

a. trimming or clipping

b. tapering

c. shingling

d. layering

e. hair shaping

f. guideline

g. 90° cut

h. 45° cut

i. 0° cut

j. elevation

k. blunt cutting

l. scissoring

May be photocopied for student use.

___ 7. Directing the hair straight down and close to the body; it produces a one-length shaping with no layers

___ 8. Technique of cutting the hair into varied lengths by tapering and thinning it into many thin layers or steps, each one longer than another

___ 9. Hair directed away from the scalp at a perpendicular angle; this medium elevation produces a cut of the same length.

___10. Technique that involves shortening, tapering, and blending all in one stroke; involves controlling ends of the hair with the comb and cutting at the same time

___11. Hair is directed to a low elevation which produces maximum bulk towards the end of the hair with a finish shaping that is longer on the upper strands and shorter on the lower strands

___12. Controlling a hair strand between the index and middle fingers of the auxiliary hand.

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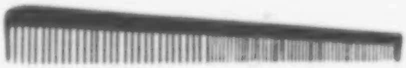
OBJECTIVE 2 **Identify implements and equipment used in clipper cutting.**
Write the correct letters in the blanks.

___ 1.



a. attachment combs

b. electric clippers

c. rechargeable clippers

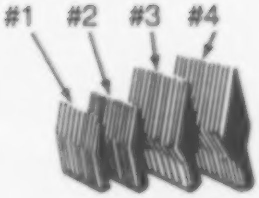
d. rechargeable trimmer

e. barber comb

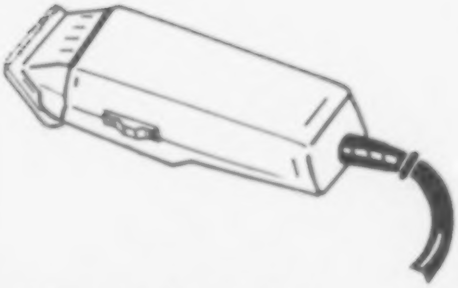
f. styling comb

g. clipper brush

___ 2.



___ 3.



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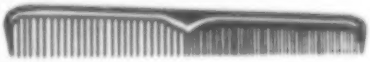
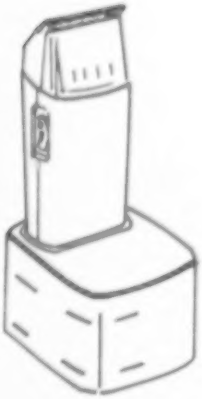
___ 4.



___ 5.



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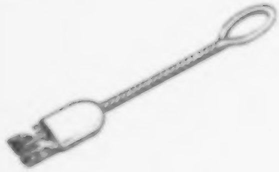
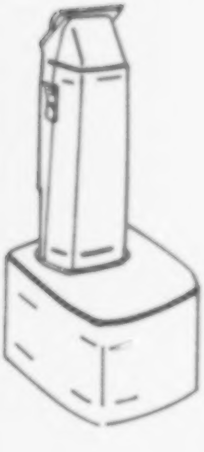
___ 6.



___ 7.



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OBJECTIVE 3

List steps for cleaning, sanitizing, and maintaining clippers. Write your answers in the spaces provided.

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

6. ____________________

____

7. ____________________

____

NOTE: Objectives 4-8 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

CUTTING HAIR WITH CLIPPERS

XI

OBJECTIVE 1

1. e
2. k
3. a
4. f
5. j
6. b
7. i
8. d
9. g
10. c
11. h
12. m

OBJECTIVE 2

1. e
2. a
3. b
4. f
5. c
6. g
7. d

OBJECTIVE 3

1. Brush loose hair clippings from the clipper blades, using a clipper brush.
2. Detach blade from the clipper head.
3. Wash blade in hot water and towel dry.
4. Sanitize blades in dry or electric sanitizer until ready for use.
5. Attach blade to clipper head when ready to use.
6. Place a drop of oil in holes located in the clipper head.
7. Remove excess oil with a dry cloth.

OBJECTIVE SHEET

CUTTING HAIR FOR MEN

XII

INTRODUCTION

Cutting men's hair is very similar to cutting women's hair. However, men's haircuts are more angular than women's. A woman's haircut usually has curved lines. When giving a man's haircut always consider the hairline. Special attention must be given to a receding hairline. Pre-plan with the client when dealing with a receding hairline. This will help ensure success in pleasing the male client.

UNIT OBJECTIVE

After completing this unit, the student will be able to list safety and sanitation rules, describe basic cutting patterns, and cut a man's hair with the aid of scissors, razor, or clippers. The student will demonstrate these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with men's haircutting to their correct definitions.
2. List rules for safety and sterilization of equipment.
3. Discuss basic patterns and sideburns in men's haircutting.
4. Describe hair styles for different facial shapes and profile types.
5. Perform a scissor cut. (Job Sheet 1)
6. Perform a clippers-over-comb cut. (Job Sheet 2)
7. Perform a flat top cut. (Job Sheet 3)

CUTTING HAIR FOR MEN

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
- Invite a registered nurse to speak to the class on safety, sanitation, and sterilization.
- Invite a local cosmetologist to show men's haircutting techniques.
- Invite a local barber to show men's haircutting techniques.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in men's haircuts.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with men's haircutting to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: List rules for safety and sterilization of equipment.

- Invite a registered nurse to discuss the necessity for safe and sanitary procedures and working environment.

Objective 3: Discuss basic patterns and sideburns in men's haircutting.
Objective 4: Describe hair styles for different facial shapes and profile types.

- Invite a barber and a cosmetologist to demonstrate the techniques of his/her profession.
- Use Student Supplement 1.
- Have students make a scrapbook of clipper cuts in men's haircutting.
- Demonstrate mustache and beard trimming for men.

APPLICATION

Objective 5: Perform a scissor cut.
Objective 6: Perform a clippers-over-comb cut.
Objective 7: Perform a flat top cut.

- Have students complete Job Sheets 1-3.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry J. *West's Textbook of Cosmetology.* West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1981.
- *Standard Textbook of Professional Barber-Styling.* Milady Publishing Co.: Albany, NY, 1983.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology.* West Publishing Co.: St. Paul, MN, 1986.
- Dalton, W. John. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1981.
- *Standard Textbook of Professional Barber-Styling.* Milady Publishing Co.: Albany, NY, 1983.

OBJECTIVE 1

Match terms associated with men's haircutting to their correct definitions.

- **clippers-over-comb** — method of lifting the hair from the head with a comb and cutting with clippers
- **electric clippers** — operated by an enclosed electric motor and available with detachable or nondetachable cutting heads; has an attached electrical cord
- **growth direction** — direction the hair grows
- **hair texture** — general feel and quality of the hair; diameter of the individual hair shaft and the degree of coarseness or fineness; determines where thinning should start on the hair strand
  - fine hair — ½-1" from the scalp
  - coarse hair — 1½-2" from the scalp
  - medium hair — 1-1½" from the scalp

    REMINDER: It is not advisable to thin the nape of neck, side of head, facial hairline, or hair part.

    NOTE: Not all haircuts are at a 45° angle.
- **razor** — implement used to shorten or thin hair with the use of a blade
- **thinning** — removing bulk without shortening length of hair
- **trimmer** — small hair clipper, mainly used around hairline
- **wide-toothed comb** — used for flat tops and clipper cuts

OBJECTIVE 2

List rules for safety and sterilization of equipment.

- Sanitize hands before and after each client.
- Use sanitary materials and equipment for each client.

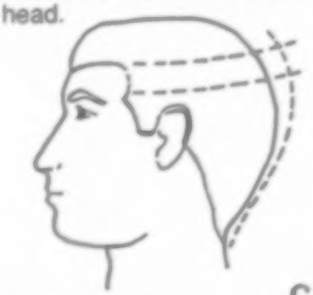
- Use caution while using the razor.
- Use razor with the guard in place.
- Sanitize implements, using 70% alcohol, after each use.
- Never use electric clippers in the presence of water.

⚠ **CAUTION:** Never submerge clippers in water.

- Use clipper oil daily to keep your blades from pulling the hair.
- Do not use clippers if cord is broken, frayed, or cut.
- Never clean clippers while plugged in.
- Never put implements in pockets.
- Always use a sharp blade.
- Use razor on wet hair only.
- Be careful not to cut client.
- Use extreme caution while cutting in the areas of the client's eyes, ears, face, and neck.
- Clean up all hair from the floor after each haircut.

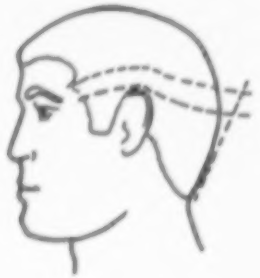
OBJECTIVE 3 **Discuss basic patterns and sideburns in men's haircutting.**

- **short haircut** — Start cutting with the clipper blade at the left sideburn, going upward to the hatband, then gradually tilt the clippers back as you proceed up the head until the clippers run off the side of the head. Repeat this movement as you move toward the back of the head. Using the clippers, taper the left sideburn. Proceed in the same manner for the back and right side of the head.

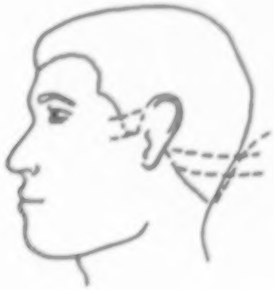


- **semi-short haircut**.— Tilt clippers back starting at the top of the ears, producing a slightly longer cut. The back is left longer than the sides. Clipper cut to the top of the ears, then taper out.

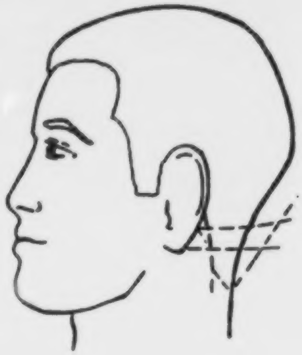
  NOTE: When going around the ears, remove about ½" from hairline.



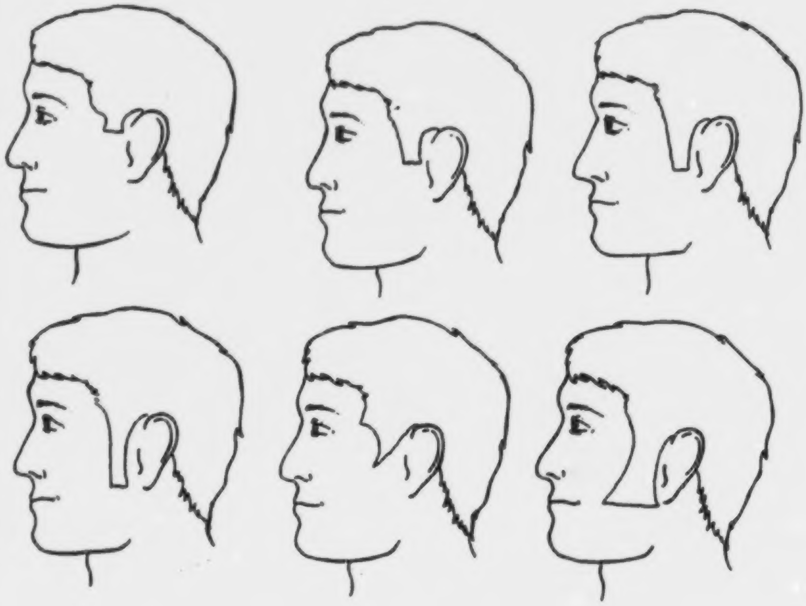
- **medium haircut** — On the sides, end the clipper cut at the top of ears. Clippers are not used around the ears. Cut the back to the length the client wants. Blend sides with back.



- **long haircut** — For best results, this cut is done with scissors. Discuss with your client the length he wants his hair and proceed with cut following same guidelines as medium cut.



- **six basic lengths of sideburns** — Be guided by your client as to the length you leave his sideburns.



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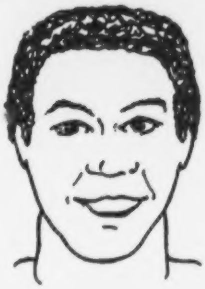
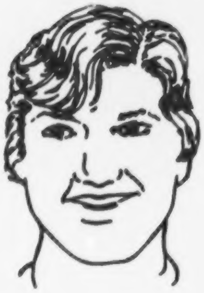
OBJECTIVE 4

Describe hair styles for different facial shapes and profile types.

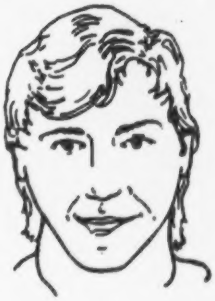
- **oval** — Perfect facial shape; any hairstyle can be worn.



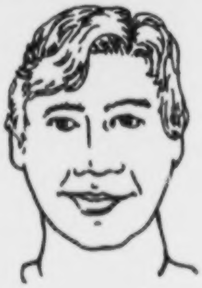
- **round** — Wearing an off-center part and some hair at eye level will help slim the face; don't wear the hair too short; it will emphasize the fullness. If a beard is worn, cut it to make the face appear oval.



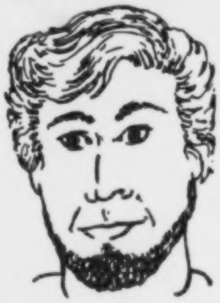
- **triangle** — Keep hair close to the crown and temples, longer in back. A full beard will help fill out the narrow jaw.



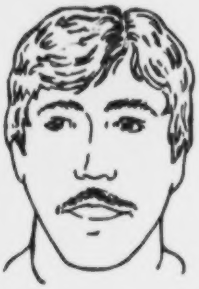
- **square** — Soften the square forehead by using wavy bangs that blend into the temples and draw attention to the masculine jaw line. If a beard is worn, cut it to slenderize the face.



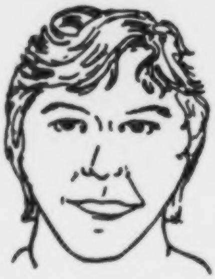
- **pear** — Volume and fullness at the crown and temples are needed. A short cut with no fullness below the jawline is best. If a beard is worn, cut it to slenderize the lower jaw.



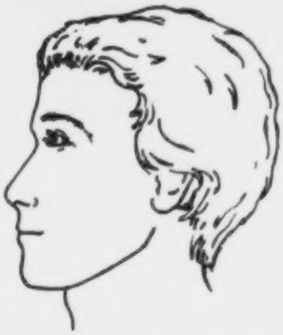
- **oblong** — A layered cut with bangs is best. The hairline should never be exposed and a mustache will help shorten the long face.



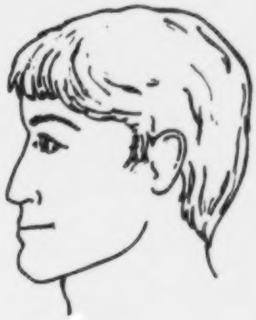
- **diamond** — Fill out the face at the temples and chin. Full bangs to give a broad effect and one-length in back will add width.



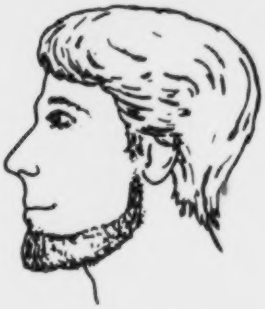
- **straight profile** — All styles are becoming to the straight profile.



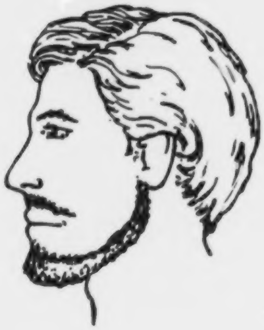
- **concave profile** — Close hair over the forehead gives a more balanced look



- **convex profile** — Front hair should be styled over the forehead; a beard should be worn to help the receding chin.



- **angular profile** — Hair is styled forward to conceal the receding forehead; a short beard and mustache to help minimize the protruding chin.



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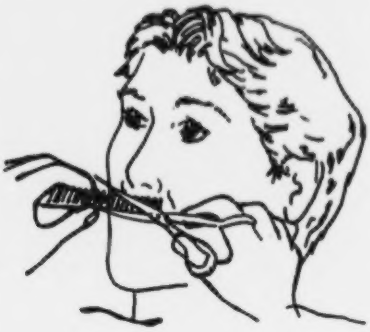
MUSTACHE TRIM

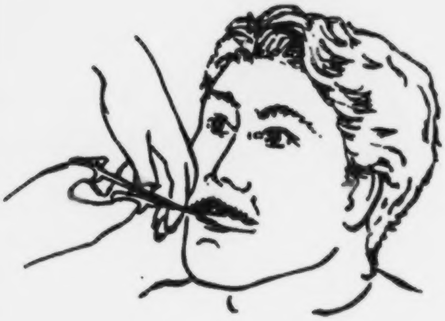
- Thin mustache with comb and shears. (Figure 1)

FIGURE 1



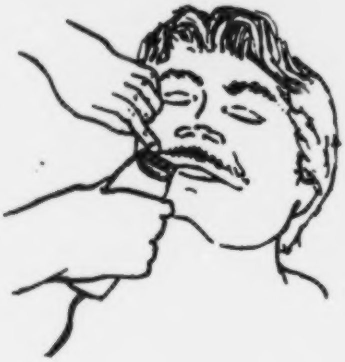
- Trim mustache to client's desired length with shears or trimmers. (Figure 2)

FIGURE 2



- Shape mustache with trimmers. (Figure 3)

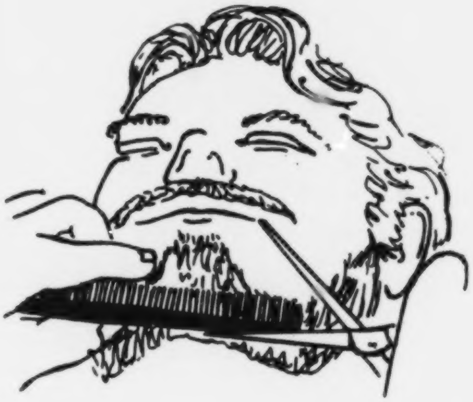
FIGURE 3



BEARD TRIM

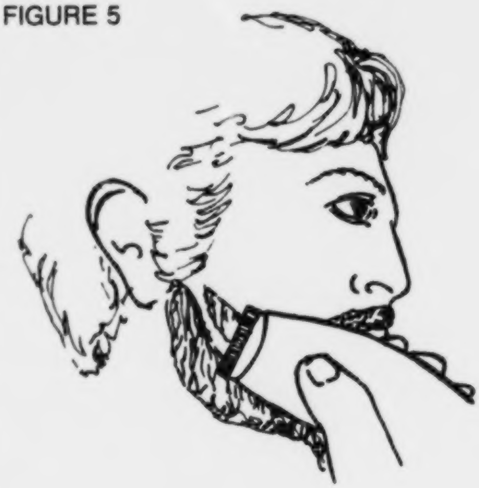
- Discuss desired beard design with client and proceed.
- Shorten excess hair with scissors and comb. (Figure 4)

FIGURE 4



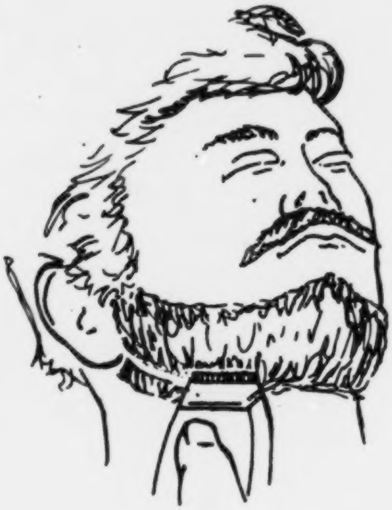
- Outline upper part first with clippers or trimmers. (Figure 5)

FIGURE 5



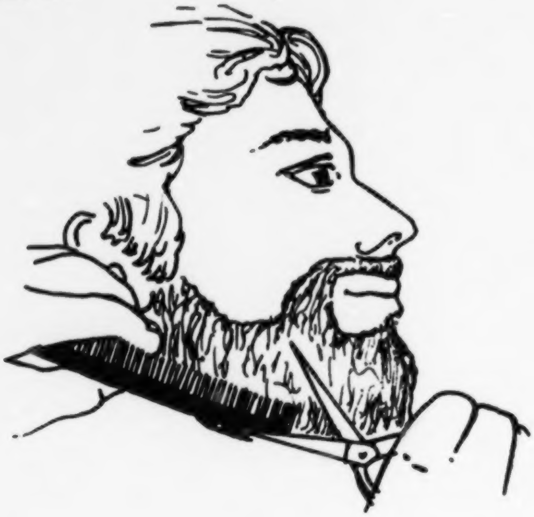
- Outline under part. (Figure 6)

FIGURE 6



- Shape beard to the client's wishes. (Figure 7)

FIGURE 7



JOB SHEETS 1-3

Development of:
READING SKILLS
MATHEMATICS SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

MATHEMATICS SKILLS

— Using English and metric measures

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

  - Practicing good work habits/attitudes
  - Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Explain to students that illustrations and supplements are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.

- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.

- If students have difficulty using English and metric measures:
  - Suggest that they look at a yardstick or tape that is marked in both English and metric and study the measurements until there is a concrete idea about the lengths of different units of measurement.
  - Using a variety of models, display the size of hair strands.
  - Draw 45° and 90° angles on the board so the students can see the difference between them.

- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.
  - Suggest that they be ready to listen before beginning the communication.

- If students have difficulty communicating with clients/customers:
  - — Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - — Discuss the importance of courtesy and how it affects employee/customer communication.
  - — Discuss hair care and styling problems common to men and have students role play suggesting appropriate techniques.
- If students have difficulty interacting with clients/customers:
  - — Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - — Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - — Discuss the importance of body language and posture.
  - — Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If students have difficulty transferring knowledge/training to new situations:
  - — Review the pertinent training. Compare the new situation to the training situation.
  - — Examine ways in which training can be used in the new situation.
  - — Discuss similarities and differences between hair care for men and hair care for women.
- If students have difficulty mastering a specific job task/procedure:
  - — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

- Suggest they study each component of the procedure to determine which area is causing difficulty.
- Review the entire procedure.
- Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with clients/customers:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1

CUTTING HAIR FOR MEN

XII

OBJECTIVE 6

Perform a scissor cut.

IMPLEMENTS AND EQUIPMENT

- Combs
- Scissors
- Neck duster
- Water bottle
- Clips
- Shampoo cape

SUPPLIES

- Neck strip
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Drape client.
3. Analyze client's facial features, head structure, and hair growth direction.
4. Discuss desired style.
5. Shampoo hair.
6. Remove tangles.
7. Section hair.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Math Application Skills
- Use English and metric measures

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

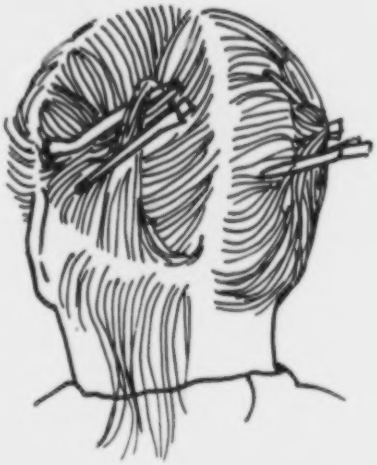
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Part off a 1" section of hair from the center of the nape across to the left ear along the hairline. (Figure 1)

FIGURE 1



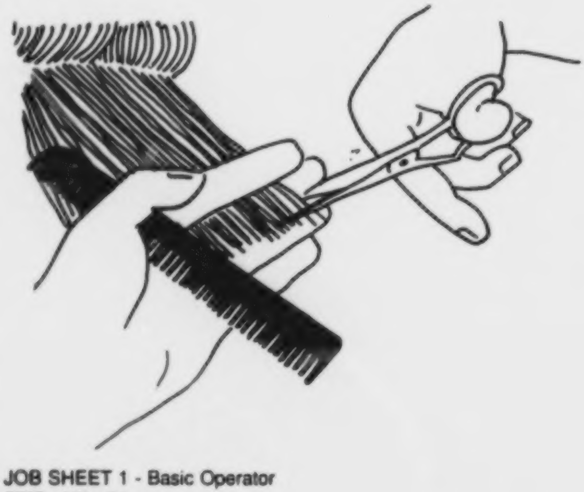
9. Comb guide hair down evenly.

10. Cut guideline according to preplanned style.

    NOTE: Make sure that client is sitting straight and that the head is properly balanced to prevent an uneven haircut.

11. Sub-section a 45° angled section of hair above the guideline on one side of the back. Lift hair out from head using the correct elevation for planned length. Hold the hair between the middle and index fingers. (Figure 2)

FIGURE 2



NOTE: Some cosmetologists prefer to hold the hair and cut from underneath the fingers and some prefer cutting over the fingers.

12. Cut the second section using the first section as a guide.

13. Continue sub-sectioning 45° angle sections to the top of the crown using each sub-section as a guide for the next sub-section.

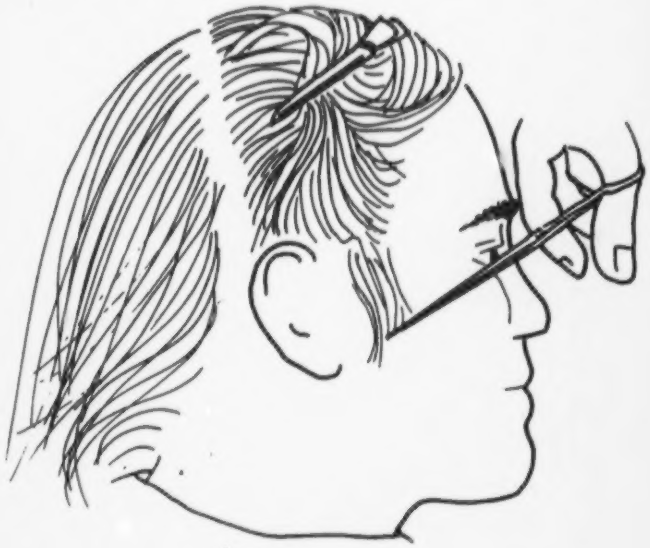
14. Complete nape and both sides of the back of the head to the top of the crown.

15. Move to one side of the head and set a guideline from the center front to behind the ear.

    NOTE: If the style is to be cut above the ears, the following steps may be used: (1) Point shear blade against scalp, holding the shears with your fingers on bottom and thumb on top and using the fingertip of the opposite hand to steady the point while cutting. (2) Make the outline around the ear as close to the natural hairline as possible. (3) Begin at the front of the ear and continue around the ear and down the side of the neck.

16. Square off sideburns using the corner of the eyes as a guide to the length. (Figure 3)

FIGURE 3



17. Cut the side up to the center part of the head using proper elevation.

    NOTE: If hair has a side part, it may be cut from the part.

18. Complete opposite side in the same manner.

19. Trim bang length if needed.

20. Check haircut for blend.

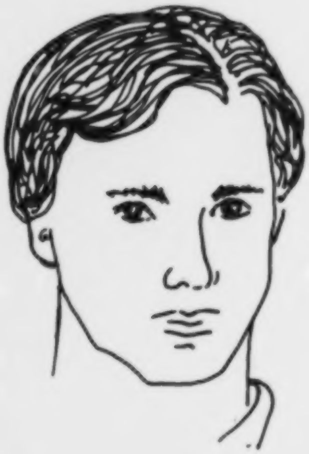
21. Shave neck area if needed.

    NOTE: Lather may be used on nape area if a large amount of hair is to be removed.

22. Clean hair from the neck using neck duster.

23. Style hair. (Figure 4)

FIGURE 4



24. Sanitize work area, implements, equipment, and hands.

25. Have instructor evaluate your work.

JOB SHEET 2

CUTTING HAIR FOR MEN

XII

OBJECTIVE 7 **Perform a clippers-over-comb cut.**

IMPLEMENTS AND EQUIPMENT

- Clipper comb
- Clippers
- Water bottle
- Towel
- Shampoo cape

SUPPLIES

- Neck strip
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Drape client for shampoo.
3. Analyze client's facial features, head structure, and hair growth direction.
4. Discuss length and style with client.
5. Shampoo hair.
6. Section hair.
7. Begin haircut at the center of the nape, holding clipper with the right hand; with the left hand, comb hair down to cut nape area (left then right). (Figure 1)

NOTE: Reverse procedure for left-handed people.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

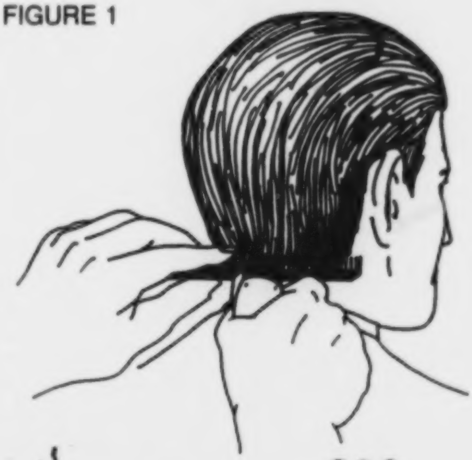
Math Application Skills
- Use English and metric measures

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

FIGURE 1



Cognitive Activity Skills

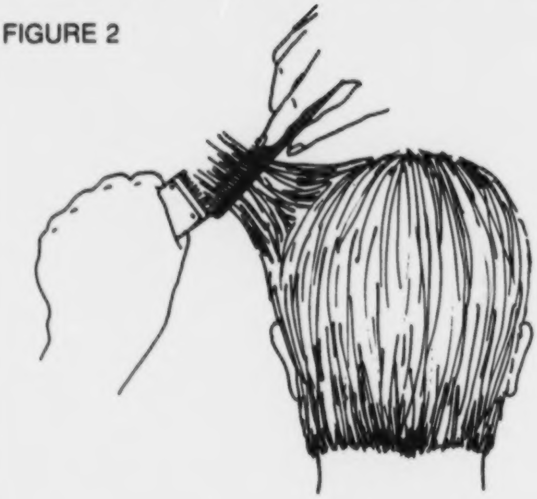
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

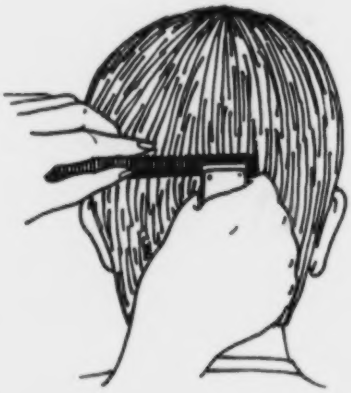
8. Lift the hair with the comb at a 45° angle, moving the clippers over the teeth of the comb to cut the occipital area. (Figure 2)

FIGURE 2



9. Holding the comb at a 90° angle, blend hair in the occipital area and crown, working from the center toward each side. (Figure 3)

FIGURE 3



10. In front of the ear, move clippers up and away at a 45° angle. (Figure 4) Continue to follow this angle over the ears to blend the sides and back together. (Figure 5)

FIGURE 4

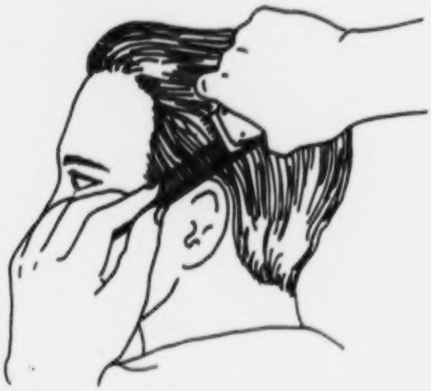
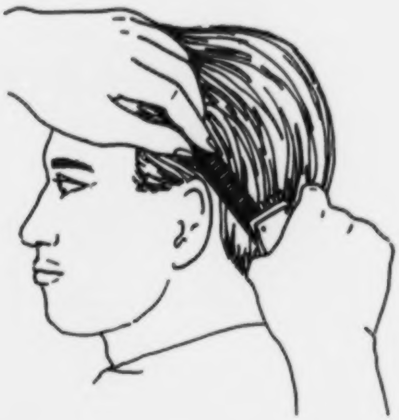


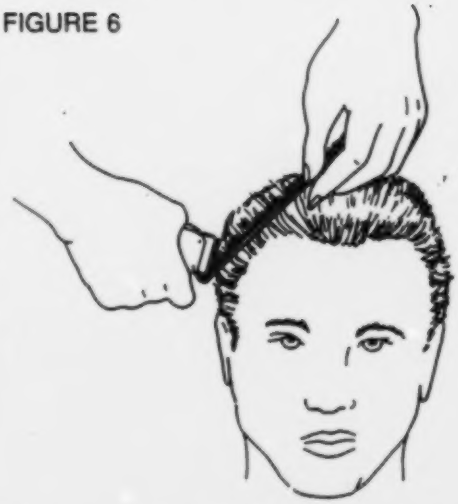
FIGURE 5



11. Repeat step 9 on the other side of the head.

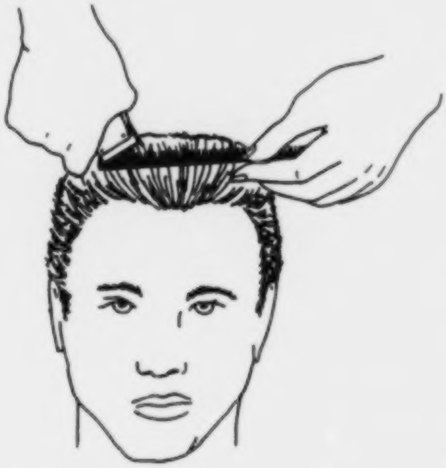
12. Using the comb, lift hair on top to the desired length, then slide the clippers over the comb. (Figure 6)

FIGURE 6



13. Blend the top and sides by lifting the hair out and removing excess length. (Figure 7)

FIGURE 7



14. Repeat steps 12 and 13 to blend crown and top.
15. Check haircut for blend.
16. Sanitize work area, implements, equipment, and hands.
17. Have instructor evaluate your work.

JOB SHEET 3 CUTTING HAIR FOR MEN

OBJECTIVE 8 **Perform a flat top cut.**

IMPLEMENTS AND EQUIPMENT

- Scissors
- Clippers
- Comb
- Shampoo cape
- Water bottle

SUPPLIES

- Neck strips
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Drape client.
3. Shampoo hair.
4. Stand behind the client.
5. Use the scissors-over-comb technique to get the correct length, then go back over cut using clippers-over-comb technique for the finish.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Math Application Skills
- Use English and metric measures

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills

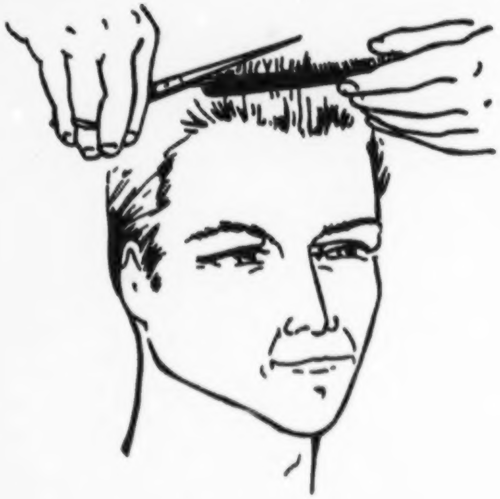
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

6. Cut crown area first; cut down flat to about ¼"-½" in length, 1" in depth, and about 2" in width. (Figure 1)

FIGURE 1

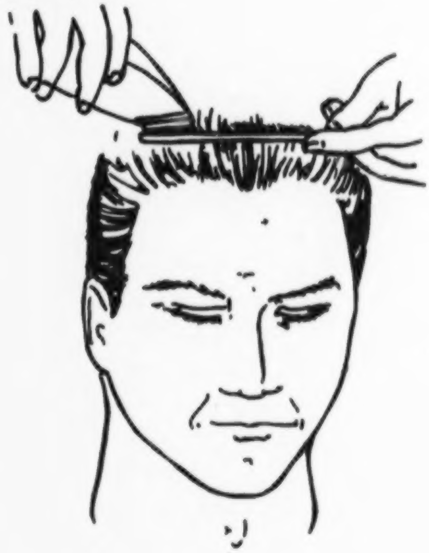


NOTE: It is important that the hair in center and on both sides is the same height.

7. Stand in front of client.

8. Front center hair is cut down flat about 1" in depth and 2" in length, straight across both sides. (Figure 2)

FIGURE 2



9. Proceed with back of head using the clippers-over-comb technique; cut hair to ¼" in length.

10. Cut the nape area to the length desired by the client.

    NOTE: For the top area, emphasis is on flatness; appearance of sides at the top is square.

11. Sanitize work area, implements, equipment, and hands.

12. Have instructor evaluate your work.

JOB SHEET 1

Perform a scissor cut.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Analyzed client's facial features, head structure, and hair growth direction	___	___
4. Discussed desired style	___	___
5. Shampooed hair	___	___
6. Removed tangles	___	___
7. Sectioned hair	___	___
8. Parted 1" section from the center of the nape	___	___
9. Combed guide hair down evenly	___	___
10. Cut guide line	___	___
11. Sub-sectioned hair above guideline and cut to correct elevation	___	___

	Yes	No
12. Cut second section using first section as a guide	___	___
13. Continued sub-sectioning to the top of the crown	___	___
14. Completed nape and back of head	___	___
15. Moved to one side and cut guide	___	___
16. Squared off sideburns using corner of eyes as guide	___	___
17. Cut side up to the center part of the head	___	___
18. Completed other side of head in same manner	___	___
19. Trimmed bang length if needed	___	___
20. Checked blend of haircut	___	___
21. Shaved neck area if needed	___	___
22. Cleaned hair from neck with neck duster	___	___
23. Styled hair	___	___
24. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Analyzed client's facial features, head structure, and hair growth direction	4	3	2	1
Sectioned hair properly	4	3	2	1
Completed scissor cut correctly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

CUTTING HAIR FOR MEN

XII

JOB SHEET 2

Perform a clippers-over-comb cut.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Analyzed client's facial features, head structure, and hair growth direction	___	___
4. Discussed desired style	___	___
5. Shampooed hair	___	___
6. Sectioned hair	___	___
7. Began haircut at the center of the nape area	___	___
8. Lifted hair with comb at 45° angle and moved clippers over teeth of comb to cut occipital area	___	___
9. Held comb at 90° angle to blend hair; worked from center toward each side	___	___

		Yes	No
10.	Moved clippers up and away at a 45° angle to blend hair on sides and back	___	___
11.	Repeated step 9 on other side	___	___
12.	Lifted hair on top to desired length then slid clippers over the comb	___	___
13.	Blended top and sides	___	___
14.	Repeated steps 12 and 13 to blend crown and top	___	___
15.	Checked haircut for blend	___	___
16.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Analyzed client's facial features, head structure, and hair growth direction	4	3	2	1
Sectioned hair correctly	4	3	2	1
Completed clippers-over-comb cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 3

Perform a flat top cut.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Shampooed hair	___	___
4. Stood behind client	___	___
5. Used scissors-over-comb technique to get correct length; finished using clippers-over-comb technique	___	___
6. Cut crown area first to ¼"-½" × 1" × 2"	___	___
7. Stood in front of client	___	___
8. Cut front to 1" × 2", straight across both sides	___	___
9. Cut back, using clippers-over-comb technique, to ¼" in length	___	___

	Yes	No
10. Cut nape area	___	___
11. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed flat top cut	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

CUTTING HAIR FOR MEN XII

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with men's haircutting to their correct definitions. Write the correct letters in the blanks.

___ 1. Removing bulk without shortening length of hair

___ 2. Direction the hair grows

___ 3. General feel and quality of the hair; diameter of the individual hair shaft and the degree of coarseness or fineness; determines where thinning should start on the hair strand

___ 4. Small hair clipper, mainly used around hairline

___ 5. Implement used to shorten or thin hair with the use of a blade

___ 6. Used for flat tops and clipper cuts

___ 7. Method of lifting the hair from the head with a comb and cutting with clippers

___ 8. Operated by an enclosed electric motor and available with detachable or non-detachable cutting heads; has an attached electrical cord

a. trimmer

b. razor

c. thinning

d. electric clippers

e. hair texture

f. clippers-over-comb

g. growth direction

h. wide-toothed comb

May be photographed for student use.

OBJECTIVE 2

List rules for safety and sterilization of equipment. List ten rules in the blanks below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVE 3

Discuss basic patterns and sideburns in men's haircutting. Write your answers in the spaces provided.

Short haircut ______________________________

____

____

Semi-short haircut ______________________________

____

____

Medium haircut ______________________________

____

____

May be photocopied for student use.

Long haircut ____________________________

____

____

Sideburns ______________________________

____

____

OBJECTIVE 4 **Describe hair styles for different facial shapes and profile types.** Write your description in the space provided.

Oval __________________________________

____

Round ________________________________

____

____

____

Triangle ______________________________

____

____

Square ________________________________

____

____

____

May be photocopied for student use.

Pear ______________________________

____

____

____

Oblong ______________________________

____

____

Diamond ______________________________

____

____

Straight profile ______________________________

____

Concave profile ______________________________

____

____

Convex profile ______________________________

____

____

Angular profile ______________________________

____

____

____

May be photocopied for student use.

NOTE: Objectives 5-7 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

WRITTEN TEST ANSWERS

CUTTING HAIR FOR MEN

XII

OBJECTIVE 1

1. c
2. g
3. e
4. a
5. b
6. h
7. f
8. d

OBJECTIVE 2

Answer should include any ten of the following:

- Sanitize hands before and after each client.
- Use sanitary materials and equipment for each client.
- Use caution while using the razor.
- Use razor with the guard in place.
- Sanitize implements, using 70% alcohol, after each use.
- Never use electric clippers in the presence of water.
- Use clipper oil daily to keep your blades from pulling the hair.
- Do not use clippers if cord is broken, frayed, or cut.
- Never clean clippers while plugged in.
- Never put implements in pockets.
- Always use a sharp blade.
- Use razor on wet hair only.
- Be careful not to cut client.
- Use extreme caution while cutting in the areas of the client's eyes, ears, face, and neck.
- Clean up all hair from the floor after each haircut.

OBJECTIVE 3

Answers should include the following:

short haircut — Start cutting with the clipper blade at the left sideburn, going upward to the hatband, then gradually tilt the clippers back as you proceed up the head until the clippers run off the side of the head. Repeat this movement as you move toward the back of the head. Using the clippers, taper the left sideburn. Proceed in the same manner for the back and right side of the head.

semi-short haircut — Tilt clippers back starting at the top of the ears, producing a slightly longer cut. The back is left longer than the sides. Clipper cut to the top of the ears, then taper out.

medium haircut — On the sides, end the clipper cut at the top of ears. Clippers are not used around the ears. Cut the back to the length the client wants. Blend sides with back.

long haircut — For best results, this cut is done with scissors. Discuss with your client the length he wants his hair and proceed with cut following same guidelines as medium cut.

six basic lengths of sideburns — Be guided by your client as to the length you leave his sideburns.

OBJECTIVE 4

Answer should include the following:

oval — Perfect facial shape; any hairstyle can be worn.

round — Wearing an off-center part and some hair at eye level will help slim the face; don't wear the hair too short; it will emphasize the fullness. If a beard is worn, cut it to make the face appear oval.

triangle — Keep hair close to the crown and temples, longer in back. A full beard will help fill out the narrow jaw.

square — Soften the square forehead by using wavy bangs that blend into the temples and draw attention to the masculine jaw line. If a beard in worn, cut it to slenderize the face.

pear — Volume and fullness at the crown and temples are needed. A short cut with no fullness below the jawline is best. If a beard is worn, cut it to slenderize the lower jaw.

oblong — A layered cut with bangs is best. The hairline should never be exposed and a mustache will help shorten the long face.

diamond — Fill out the face at the temples and chin. Full bangs to give a broad effect and one-length in back will add width.

straight profile — All styles are becoming to the straight profile.

concave profile — Close hair over the forehead for a more evened-out look.

convex profile — Front hair should be styled over the forehead; a beard should be worn to help the receding chin.

angular profile — Hair is styled forward to conceal the receding forehead; a short beard and mustache to help minimize the protruding chin

OBJECTIVE SHEET

STYLING HAIR

XIII

INTRODUCTION

Blow dryers, curling irons, and electric rollers are used extensively in current hair styling. It is important for the cosmetologist to perfect his/her skill in using these devices. Practice and creativity are the key elements in developing the skill needed to successfully use these electrical hair styling devices.

UNIT OBJECTIVE

After completing this unit, the student will be able to use a blow dryer, a curling iron, and electric rollers. The student will show these competencies by completing an assignment sheet, job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with styling hair to their correct definitions.
2. Describe equipment and supplies used in styling hair.
3. List safety precautions used in styling hair.
4. Analyze case studies related to styling techniques. (Assignment Sheet 1)
5. Blow dry with round brush. (Job Sheet 1)
6. Blow dry wavy/curly hair. (Job Sheet 2)
7. Style hair with electric rollers. (Job Sheet 3)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a manufacturer to exhibit and explain the different types of blow dryers, curling irons, electric rollers, and other styling accessories.
  - Invite a local hairstylist to demonstrate different hairstyles which can be achieved by using a blow dryer.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in current hairstyles.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with styling hair to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Describe equipment and supplies used in styling hair.

- Demonstrate the use of equipment presented in this unit.

- Demonstrate on a client or student the different effects of a blow dryer, a curling iron, and electric rollers.
- Have students practice using a blow dryer, a curling iron, and electric rollers on another student.
- Have students make a scrapbook with pictures of hairstyles achieved by using a blow dryer.
- Use Transparency Masters 1 and 2.

Objective 3: List safety precautions used in styling hair.

- Stress the importance of safety in the classroom and the salon.

Objective 4: Analyze case studies related to styling techniques.

- Have students analyze each other's hair and styling needs.
- Have students complete Assignment Sheet 1.

Objective 5: Blow dry with round brush.
Objective 6: Blow dry wavy/curly hair.
Objective 7: Style hair with electric rollers.

- Demonstrate the proper use of each type of equipment.
- Have students complete Job Sheets 1-3.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology.* Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

STYLING HAIR

OBJECTIVE 1

Match terms associated with styling hair to their correct definitions.

- **air waving** — drying and styling hair in one process
- **barrel curls** — volume curls used on medium to short hair
- **blow dryer** — hand held dryer
- **bob curls** — volume curls used on very short hair
- **crimping iron** — produces a wave pattern in hair
- **curling iron** — heated implement used to create curls or waves
- **end curls** — curls used only on the ends of the hair
- **figure eight curls** — volume curls used on medium to long hair
- **half-base curls** — curls used to give volume and not height
- **off-base curls** — curls that have no height or volume, usually used around the face and nape area
- **on-base curls** — curls on the base of the head used to give height to the hair
- **spiral curls** — create a ringlet effect

OBJECTIVE 2

Describe equipment and supplies used in styling hair.

- **blow dryer** — hand-held implement used to remove moisture from the hair while the hair is being combed or brushed

  NOTE: The nozzle on the blow dryer may be used to direct heat toward one area of the head.

- **curling iron** — electrically heated implement used to curl and style dry hair

  NOTE: For more information on styling hair with electric curling irons, see procedures in the thermal curling unit, Unit 15.

- **diffuser** — attachment for the hand held dryer; distributes the air flow over a larger area; dries curls without displacing them
- **electric rollers** — electrically heated rollers used to curl and style dry hair
- **heat lamp** — used to help the hair dry naturally
- **hot comb** — combination blow dryer, curling iron, and comb used to style damp hair
- **round brush** — implement with bristles which form a circular pattern around handle
- **styling comb** — tapered comb having large and small, uniformly placed teeth that aid in hair control and manageability
- **styling lotion** — adds body to hair

  NOTE: Styling lotions also may be used to protect the hair from burning while using any type of heat on the hair.

OBJECTIVE 3 **List safety precautions used in styling hair.**

CAUTION: Prolonged, improper use of blow dryer, curling iron, and heat rollers may damage hair.

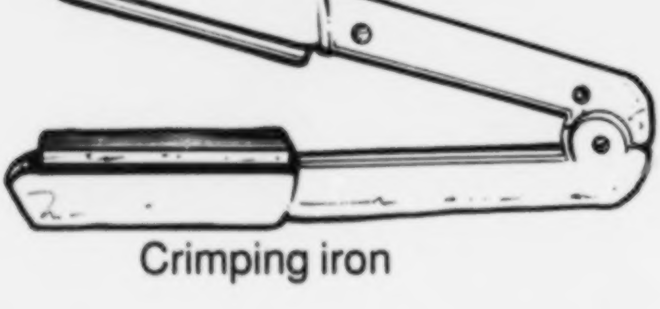
- Avoid directing blow dryer toward one area of the head for an extended period of time.
- Avoid using extreme heat on hair.

- Place a comb between the curling iron and the client's skin to avoid burning the skin.

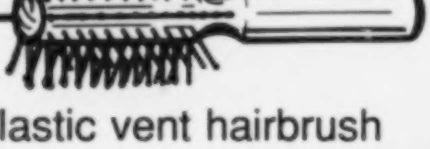
⚠ **CAUTION:** Do not use a metal comb. It can become hot and burn the client.

- Use short contact time on hair that has been bleached, tinted, or damaged.
- Test curling iron heat by placing the iron against a white tissue to check for scorching.

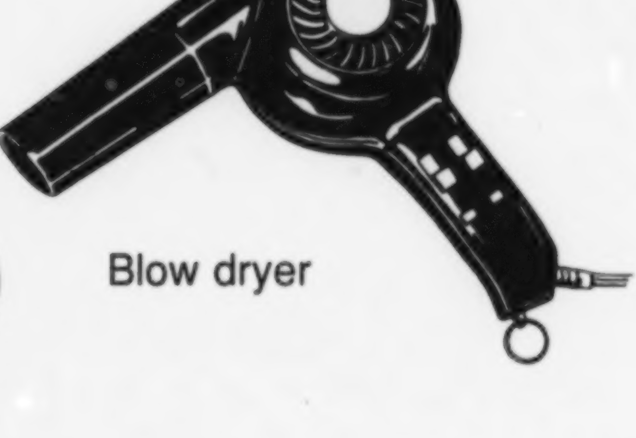
Implements and Equipment Used in Styling Hair



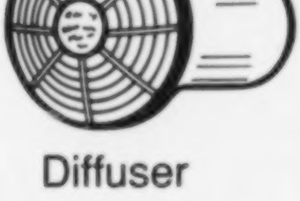
Crimping iron



Plastic vent hairbrush

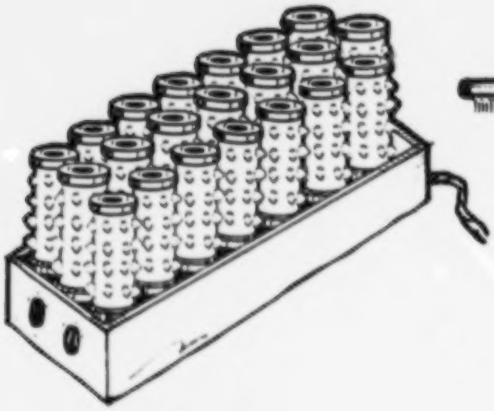


Blow dryer

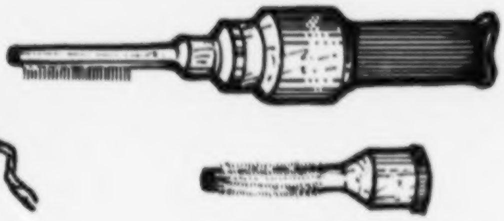


Diffuser

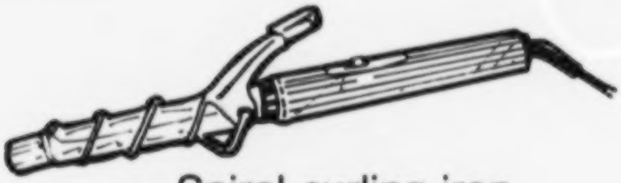
Implements and Equipment Used in Styling Hair



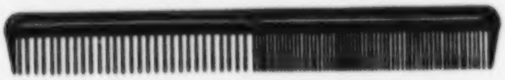
Hot rollers



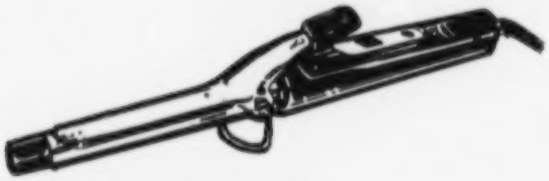
Hot comb



Spiral curling iron



Styling comb



Curling iron

ASSIGNMENT SHEET 1

Development of:
READING SKILLS

- Introduce the assignment to the students by discussing why reading skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Gaining factual information

- If students have difficulty gaining factual information:

  - Suggest they read carefully, noting key words and ideas.

  - Instruct them to list the questions they hope to answer.

  - Have students practice identifying similar information presented orally.

ASSIGNMENT SHEET

STYLING HAIR

XIII

Name ______________________________ Score __________

OBJECTIVE 4 **Analyze case studies related to styling techniques.**

DIRECTIONS Use the information found in Objectives 1, 2, and 3 to answer the questions below.

Reading Comprehension Skills
- Gain factual information

1. Susie called the salon for an appointment to have her hair styled for the senior prom. Susie keeps her hair length medium to long. She told her hairstylist she wanted height on the top and lots of volume, except around the face. Before Susie came to the salon, her hairstylist decided to give her what type of base direction in these areas.

    a. Top = ______________________________

    b. Volume = ______________________________

    c. Face area = ______________________________

2. Nikki, Angela, and Christie all have long hair and they want their hair styled for a birthday party. Their mother called the salon and talked with her hairstylist explaining the type of curl each girl wanted. Nikki wants only the ends of her hair turned under. Angela wants ringlets in her pony tail. Christie wants volume curls. What type of curl did the hairstylist decide to give each girl?

    a. Nikki ______________________________

    b. Angela ______________________________

    c. Christie ______________________________

3. Marilyn arrives for her appointment at the salon with a picture from a popular magazine of a hairstyle she likes. The style is a loose pageboy, shoulder length with fingertip bangs. What equipment and supplies will be necessary to achieve Marilyn's *hairstyle?*

a. ______________________________

b. ______________________________

c. ______________________________

4. Sandra is preparing to use electric curlers on her client to create the latest trend hairstyle. Using her knowledge of safety precautions, she will be able to protect her client. What are three precautions that should be observed for this situation?

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

ASSIGNMENT SHEET 1

1. a. On-base

   b. Half-base

   c. Off-base

2. a. End curls

   b. Spiral curls

   c. Figure eight curls

3. a. Blow dryer

   b. Curling iron

   c. Round brush

4.
   - Avoid using extreme heat on hair.
   - Test curling iron heat by placing the iron against a white tissue to check for scorching.
   - Place a comb between the curling iron and the client's skin to avoid burning the skin.

JOB SHEETS 1-3

Development of:
READING SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
  - Discuss needs for customer comfort.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
  - Discuss the need to adjust to changing hair styles and individual taste.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
  - Have students identify individual factors causing the student difficulty.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure students know what is expected of them.

JOB SHEET 1

STYLING HAIR

OBJECTIVE 5 **Blow dry with round brush.**

IMPLEMENTS AND EQUIPMENT

- Blow dryer with nozzle
- Round brush
- Styling comb
- Towel
- Shampoo cape
- Water bottle

SUPPLIES

- Neck strip
- Hair waving lotion in spray bottle
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.
4. Shampoo hair.
5. Comb out all tangles.
6. Plan desired hairstyle.
7. Spray the waving lotion on the hair, lifting the hair with one hand and spraying with the other hand.
8. Set the blow dryer on medium temperature and begin damp drying the hair to a damp state, beginning at the front hairline and working toward the nape.
9. Begin styling at the crown or top of the head.

   NOTE: Pre-sectioning may need to be done on longer hair. Some hairstyles may require styling that begins at different areas of the head.

10. Section off a small piece of hair using the comb to pick up the strand; comb through the strand.

Functional Reading Skills
- Follow written instructions

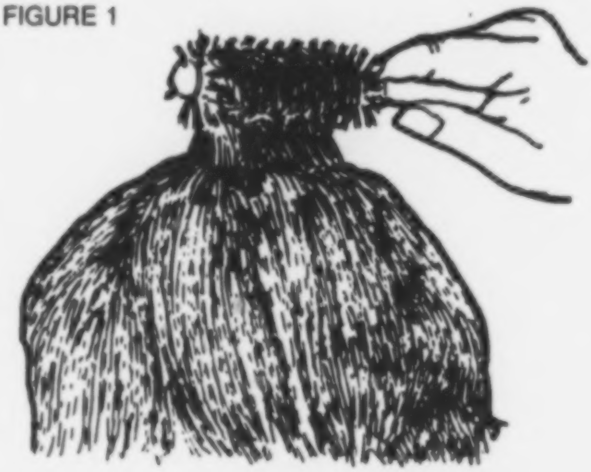
General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

11. Bring the comb out to the ends and insert the round brush. (Figure 1)

FIGURE 1

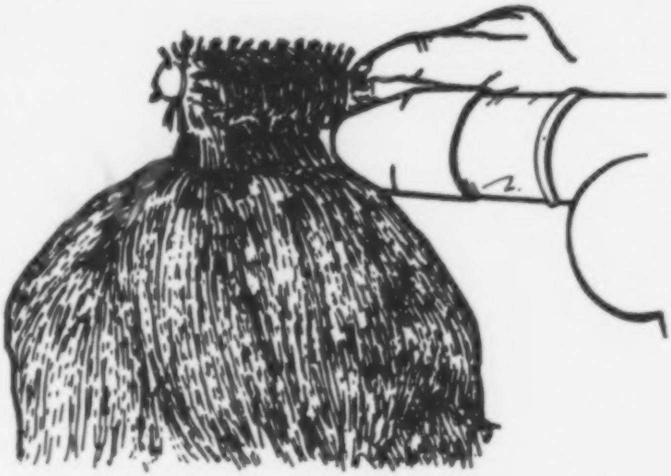


NOTE: If fullness is desired, brush the underside of the hair strand with a lifting motion and apply direct air flow to the underneath side. If closeness is desired, brush hair on top of section.

12. Roll brush under.

13. Direct air flow of the blow dryer down the hair shaft while moving the blow dryer. (Figure 2)

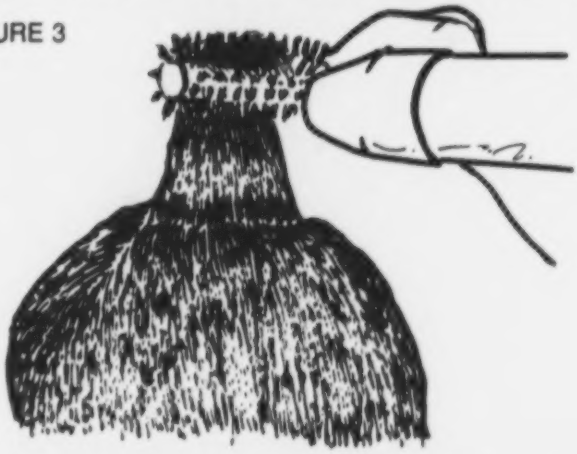
FIGURE 2



CAUTION: Avoid directing hot air flow to scalp areas.

NOTE: The round brush may also be used to stretch and straighten curly hair during the drying process. (Figure 3)

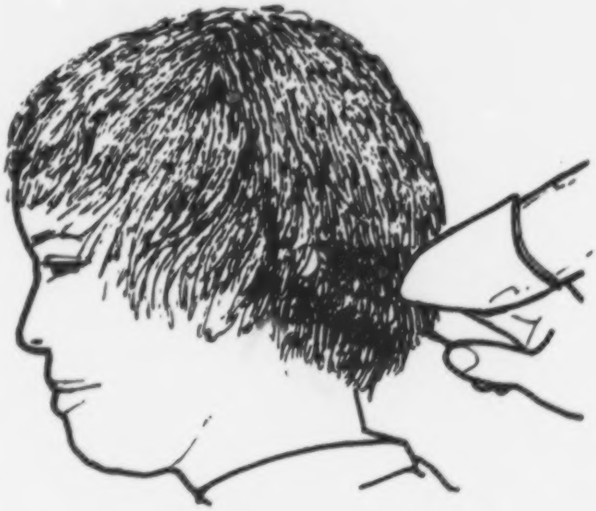
FIGURE 3



14. Release the round brush when hair section is completely dry.

15. Complete the entire back section. (Figure 4)

FIGURE 4



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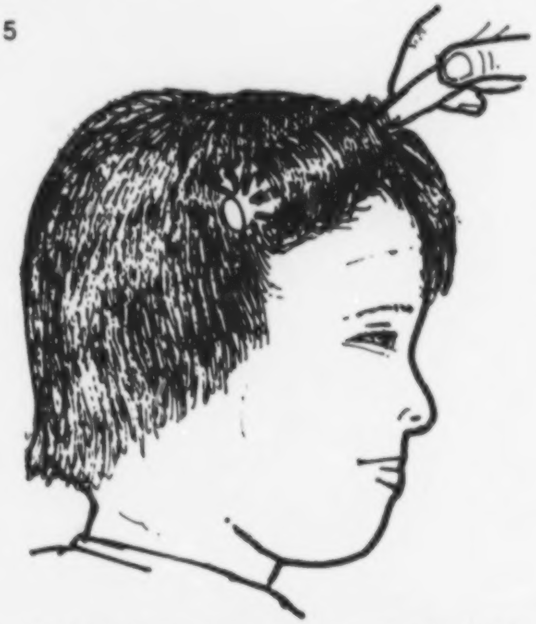
16. Begin styling the front and bangs by picking up a section of hair with the comb and placing the round brush in the strand. (Figure 5)

    NOTE: It may be necessary to spray hair lightly with water if it becomes too dry to style.

FIGURE 5



17. Direct the blow dryer toward the top of the strand while directing air flow away from the scalp, and move the blow dryer in a back and forth movement on strands of hair.

18. Style as desired.

19. Sanitize work area, implements, equipment, and hands.

20. Have instructor evaluate your work.

JOB
SHEET 2

STYLING HAIR

XIII

OBJECTIVE 6 **Blow dry wavy/curly hair.**

IMPLEMENTS AND EQUIPMENT

- Blow dryer
- Shampoo cape
- Diffuser
- Shampoo cape
- Towel
- Water Bottle

SUPPLIES

- Neck strips
- Styling lotion
- Shampoo

PROCEDURE

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.
4. Shampoo hair.
5. Comb out tangles.
6. Plan desired hairstyle.
7. Spray styling lotion all over the head and comb through.
8. Attach the diffuser to the blow dryer.
9. Comb hair in desired style.
10. Direct the diffuser at the section you wish to dry and tousle the hair with your fingers.
11. Continue around the head until the hair is completely dry.
12. Complete desired hairstyle.
13. Sanitize work area, implements, equipment, and hands.
14. Have instructor evaluate your work.

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

JOB SHEET 3 — STYLING HAIR — XIII

OBJECTIVE 7

Style hair with electric rollers.

IMPLEMENTS AND EQUIPMENT

- Blow dryer
- Electric rollers
- Shampoo cape
- Vent brush
- Towel

SUPPLIES

- Neck strips
- End papers

PROCEDURE

1. Turn on electric rollers.
2. Sanitize hands.
3. Have client remove and safeguard jewelry.
4. Drape client.
5. Shampoo hair.
6. Comb out tangles.
7. Plan desired hairstyle.
8. Spray hair with styling lotion and comb through.
9. Blow dry the hair completely using your hands or a vent brush to facilitate drying.
10. Put rollers in the hair starting at the crown, then roll the back, top, and sides.

    NOTE: Electric rollers and magnetic rollers are used in much the same way. However, electric rollers are used on dry hair while magnetic rollers are used on wet hair. Follow the manufacturer's instructions regarding how long to leave electric rollers in the hair.

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

⚠ **CAUTION:** Electric rollers can burn the scalp. Use an end paper or foam pad between the roller and scalp.

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11. Remove rollers.

12. Complete desired hairstyle.

13. Sanitize work area, implements, equipment, and hands.

14. Have instructor evaluate your work.

PRACTICAL TEST 1 — **STYLING HAIR** — **XIII**

JOB SHEET 1

Blow dry with round brush.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Shampooed hair	___	___
5. Combed out all tangles	___	___
6. Planned desired hairstyle	___	___
7. Sprayed hair with waving lotion	___	___
8. Damp dried hair with dryer set on medium heat; began at front hairline and worked toward nape	___	___
9. Began styling at the crown or top of the head	___	___
10. Sectioned off a small piece of hair and combed through strand	___	___

	Yes	No
11. Inserted round brush	___	___
12. Rolled brush under	___	___
13. Directed air flow down hair shaft while moving blow dryer	___	___
14. Released brush when hair was completely dry	___	___
15. Completed back section	___	___
16. Began styling front and bangs using comb and round brush	___	___
17. Directed blow dryer toward top of strand; moved dryer in a back and forth movement	___	___
18. Styled as desired	___	___
19. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair properly	4	3	2	1
Completed blow dry	4	3	2	1
Dried hair completely	4	3	2	1
Completed styling with round brush	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

STYLING HAIR

XIII

JOB SHEET 2

Blow dry wavy/curly hair.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Shampooed hair	___	___
5. Combed out tangles	___	___
6. Planned desired hairstyle	___	___
7. Sprayed styling lotion on hair and combed through	___	___
8. Attached diffuser to blow dryer	___	___
9. Combed hair in desired style	___	___
10. Directed diffuser at section and tousled hair with fingers	___	___

	Yes	No
11. Continued around head until hair was completely dry	___	___
12. Completed desired hairstyle	___	___
13. Sanitized work area, implemented, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair properly	4	3	2	1
Completely dried hair	4	3	2	1
Completed desired hairstyle	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

STYLING HAIR

XIII

JOB SHEET 3

Style hair with electric rollers.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Turned on electric rollers	___	___
2. Sanitized hands	___	___
3. Had client remove and safeguard jewelry	___	___
4. Draped client	___	___
5. Shampooed hair	___	___
6. Combed out tangles	___	___
7. Planned desired hairstyle	___	___
8. Applied styling lotion	___	___
9. Blow dried hair completely using hands or vent brush to facilitate drying	___	___
10. Put rollers in hair starting at crown; rolled back, top, and sides	___	___
11. Removed rollers	___	___

	Yes	No
12. Completed desired hairstyle	___	___
13. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair properly	4	3	2	1
Put electric rollers in correctly	4	3	2	1
Completed desired hairstyle	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key"

PERFORMANCE EVALUATION KEY		
	4	**Skilled** - Can perform job with no additional training
	3	**Moderately Skilled** - Has performed job during training program; limited additional training may be required
	2	**Limited Skill** - Has performed job during training program; additional training is required to develop skill
	1	**Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

STYLING HAIR

XIII

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with styling hair to their correct definitions. Write the correct letters in the blanks.

___ 1. Curls used only on the ends of the hair

___ 2. Create a ringlet effect

___ 3. Drying and styling hair in one process

___ 4. Hand held dryer

___ 5. Volume curls used on medium to short hair

___ 6. Volume curls used on very short hair

___ 7. Curls used to give volume and not height

___ 8. Volume curls used on medium to long hair

___ 9. Curls that have no height or volume

___10. Produces a wave pattern in the hair

___11. Heated implement used to create curls or waves

___12. Curls on the base of the head used to give height to the hair

a. blow dryer

b. barrel curls

c. bob curls

d. end curls

e. figure eight curls

f. off-base curls

g. air waving

h. crimping iron

i. curling iron

j. spiral curls

k. on-base curls

l. half-base curls

May be photocopied for student use.

OBJECTIVE 2

Describe equipment and supplies used in styling hair. Write your answers in the spaces provided.

Blow dryer

Curling iron

Diffuser

Electric rollers

Heat lamp

Hot comb

Round brush

Styling comb

Styling lotion

May be photocopied for student use.

OBJECTIVE 3 **List safety precautions used in styling hair.** Write your answers in the spaces provided.

1. ____________________
   ____
2. ____________________
   ____
3. ____________________
   ____
4. ____________________
   ____
5. ____________________
   ____

NOTE: Objectives 4-7 are evaluated on job sheets/assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

STYLING HAIR

XIII

OBJECTIVE 1

1. d
2. j
3. g
4. a
5. b
6. c
7. l
8. e
9. f
10. h
11. i
12. k

OBJECTIVE 2

Answers should include the following:

blow dryer — hand-held implement used to remove moisture from hair while hair is being combed or brushed

curling iron — electrically heated implement used to curl and style dry hair

diffuser — attachment for the hand-held dryer; distributes the air flow over a larger area; dries curls without displacing them

electric rollers — electrically heated rollers used to curl and style dry hair

heat lamp — used to help the hair dry naturally

hot comb — combination blow dryer, curling iron, and comb used to style damp hair

round brush — implement with bristles which form a circular pattern around handle

styling comb — tapered comb having large and small, uniformly placed teeth that aid in hair control and manageability

styling lotion — adds body to hair

OBJECTIVE 3

1. Avoid directing blow dryer toward one area of the head for an extended period of time.
2. Avoid using extreme heat on hair.
3. Place a comb between the curling iron and the client's skin to avoid burning the skin.
4. Use short contact time on hair that has been bleached, tinted, or damaged.
5. Test curling iron heat by placing the iron against a white tissue to check for scorching.

OBJECTIVE SHEET

PRESSING — THERMAL

XIV

INTRODUCTION

It was not until people of African decent reached the Americas that they realized their hair was different. It was not straight. It was wiry and coarse, hard to manage, and a source of ridicule.

The brown-hued Africans, with their inquiring eyes, mysterious smile, and foreign speech experienced a revolution in hair care with the invention of the pressing comb by Madame C. J. Walker. It was a cultural freedom similar to the freedom the 13th Amendment to the Constitution would provide.

In the years since the invention of the pressing comb, numerous chemical straighteners have come and gone, but the pressing comb has remained popular as a safe way to remove the natural curl from the hair. It is important that you learn the proper care, treatment, and use of the pressing comb. The pressing comb can be a dangerous implement, but with theory and practice, it can be one of your most rewarding methods of hairstyling.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify equipment and supplies used in pressing hair, describe types of presses, analyze the appropriate methods of pressing, and perform a press. The student will demonstrate these competencies by completing an assignment sheet, job sheet, practical test, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with thermal pressing to their correct definitions.
2. Label illustrations of equipment and supplies used for thermal pressing.
3. Describe the types of thermal presses.
4. Discuss how to clean and temper a thermal pressing comb.

5. List the advantages and disadvantages of thermal pressing.
6. Select from a list safety precautions for thermal pressing.
7. Analyze case studies to determine the appropriate method of thermal pressing. (Assignment Sheet 1)
8. Perform a soft thermal press. (Job Sheet 1)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a cosmetologist to demonstrate thermal pressing techniques and styles that can be worn when hair has been pressed.
  - Invite a dermatologist to discuss keloid scars.
  - Invite a manufacturer to display and demonstrate thermal pressing products.
  - Invite the school nurse to discuss first-aid and safety procedures for burns.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in thermal pressing.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to compete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with thermal pressing to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Play a word game, such as Password or Concentration, using terms from this unit.

Objective 2: Label illustrations of equipment and supplies used for thermal pressing.

- Display all equipment and supplies needed for this unit.
- Use Transparency Masters 1 - 5.
- Discuss Student Supplement 1.
- Invite a manufacturer to display and demonstrate thermal pressing products.

Objective 3: Describe the types of thermal presses.
Objective 4: Discuss how to clean and temper a thermal pressing comb.

- Demonstrate cleaning and tempering techniques for the thermal pressing comb.

Objective 5: List the advantages and disadvantages of thermal pressing.

- Have a panel discussion with cosmetologists and clients who like thermal pressing and some who do not like it.

Objective 6: Select from a list safety precautions for thermal pressing.

- Invite the school nurse to discuss first-aid and safety procedures for burns.

APPLICATION

Objective 7: Analyze case studies to determine the appropriate method of thermal pressing.

- Complete Assignment Sheet 1.
- Use role play to complete this objective.

Objective 8: Perform a soft thermal press.

- Practice Job Sheet 1.
- Use Activity Sheet 1.
- Let students practice on a manikin before pressing a person's hair.
- Show the video, *The Chemical Process*.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to student that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Smart Tutor/Smart Tester.* A computer software program for IBM-PC and Apple. Can be used when testing students.
- *The Chemical Process—Part 2.* This video features thermal press procedures. (Color, VHS format only)

Print Media

- *Milady's Black Cosmetology.* Printed material specializing in black hair and skin care.

Teachers may order from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239/581-459-4817.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- *Modern Textbook of Cosmetology.* Milady Publishing Corporation, Crescent Institute: Austin, TX, 1954.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.
- Spencer, Gerald A. *Cosmetology In the Negro: A Guide To Its Problems.* Arlain Printing Co.: New York, 1944.
- "They're Making History: Yesterday, Today, and Tomorrow," *Shoptalk*, Spring 1988, p. 80.
- Thomas, Gertrude. *The Art of Modern Hair Pressing.* Cosmetology Publishing Corporation: New York, 1946.

OBJECTIVE 1

Match terms associated with thermal pressing to their correct definitions.

- **carbon** — a nonmetallic residue from hair that collects on irons
- **double-comb press** — pressing the hair twice using the pressing comb, sometimes called a **hard press**
- **downing hair** — soft, fine hair found at the temple and nape of the neck
- **keloid** — tissue scarring that is caused by trauma or surgical incision

  NOTE: Keloids are more prevalent in persons of African decent. Injury to the skin leaves a scar on most individuals.
- **pressing (silking or straightening)** — method of temporarily straightening over-curly, coarse, or fine hair using a heated metal comb
- **pressing comb** — metal comb made of brass, copper, or stainless steel with a wood handle used to remove the curl from hair
- **revert** — process in which hair returns or goes back to its natural state when exposed to moisture
- **section** — process in which the hair on the head is evenly divided into four segments—two in the front and two in the back of the head
- **sub-section** — process used for small partings inside the section
- **tempering** — process used to enable the pressing comb to hold heat evenly throughout the metal part
- **texturizing** — process of removing the excess curl from the hair using the pressing comb

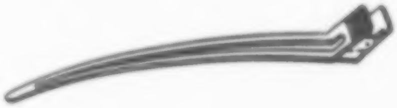
- **weft** — hand-tied or machine woven synthetic or human hair strips used by students in practice work for thermal press and curl

OBJECTIVE 2

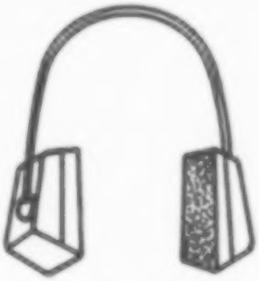
Label illustrations of equipment and supplies used for thermal pressing.

Supplies

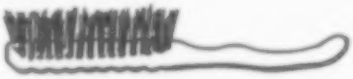
- **duckbill clip** — used to secure the hair during the pressing procedure



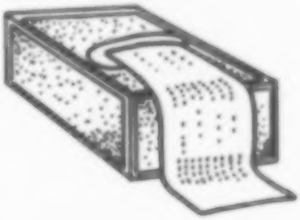
- **earguard** — protective covers to prevent burns



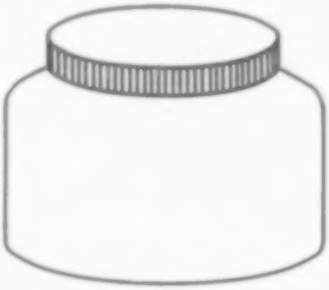
- **natural bristle hairbrush** — used for brushing out the hairstyle and removing tangles



- **neckstrip** — used in draping the patron and to test the pressing comb temperature



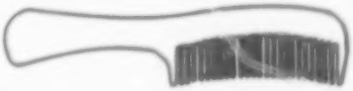
- **pressing oil or creme** — used to soften and give sheen to the hair and make it easier for the pressing comb to move through the hair



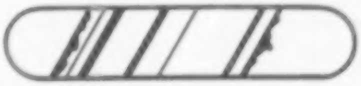
- **cloth cape** — used to protect the client's clothing

⚠ **CAUTION:** Do not use a plastic cape when thermal pressing. A hot pressing comb will melt plastic causing possible harm to the client as well as his or her clothing. Use a cloth-type cape that is heat resistant.

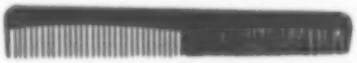
- **shampoo comb** — used to prevent hair from tangling, good for coarse, wiry, and over-curly hair



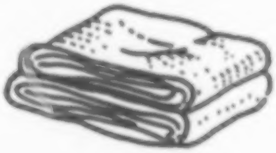
- **spatula** — used to apply pressing oil or creme to individual hair strands during the pressing process



- **styling comb or all-purpose comb** — used during thermal pressing and after the process is complete to curl or style hair

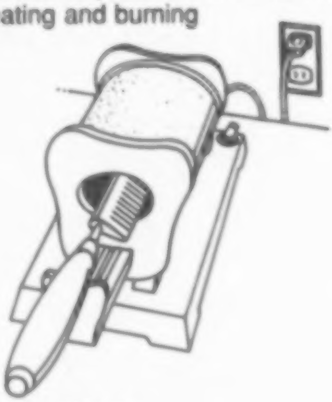


- **towels** — used to drape around the client's neck, test the pressing comb temperature, and place the comb or to protect the work station

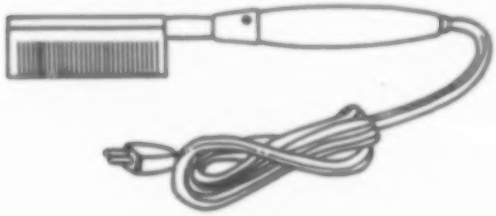


Equipment

- **electric heater** — used to heat the pressing comb; should have an arm rest to prevent the handle of the pressing comb from overheating and burning

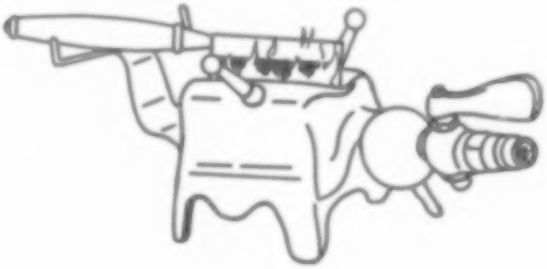


- **electric pressing comb** — used to press the hair



NOTE: The electric comb will usually have a temperature control button. It is safer to use because of the even and controlled flow of heat.

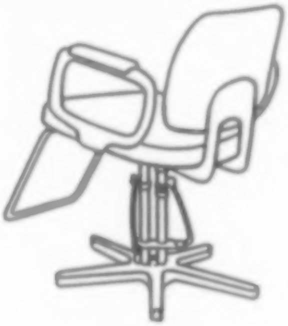
- **gas heater** — used to heat the pressing comb



NOTE: It is used very rarely today.

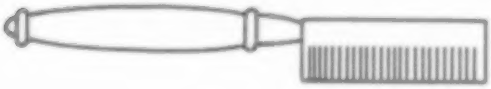
CAUTION: When using either the electric or gas heater, be careful that you do not overheat the handle of the pressing comb. It can cause minor burns on the hand and fingers.

- **hydraulic styling chair** — used by the cosmetologist to adjust and maneuver for the comfort of the client

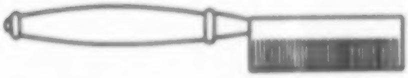


- **pressing comb** — heated metal comb made of brass, copper, or stainless steel with a wood handle used to remove the curl from hair

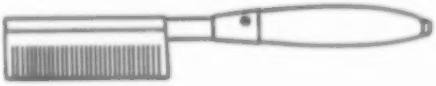
  — **wide-toothed pressing comb** is used for coarse hair



— **fine-toothed pressing comb** is used for fine/soft hair, downing hair, and the hairline



— **medium-toothed comb** is used for normal or wiry hair



OBJECTIVE 3

Describe the types of thermal presses.

- **blow press** — soft press using a small amount of pressing creme on the scalp applied after towel drying but before a hair dryer is used
- **dry press** — soft press given without the aid of any type of pressing oil or creme used on the hair
- **hard press** — used when hair is more curly than normal; the pressing process is repeated twice or the Marcel irons may be applied over the soft press

  NOTE: This is sometimes called a **double-comb press**.

- **oil press** — soft press given with the aid of a pomade or pressing creme applied as each section of the hair is pressed
- **pulling** — Marcel irons are used to pull small sections of hair straight to achieve a very straight or patent leather appearance
- **soft press** — accomplished by using a pressing comb and by pressing the back rod of the heated comb against the hair that is normally curly without using pressure, producing hair that is temporarily straightened

CAUTION: Touch-ups should not be given. It is not a sanitary procedure because touch-ups are given over unclean hair.

OBJECTIVE 4

Discuss how to clean and temper a thermal pressing comb.

Cleaning Procedures

Regular cleaning is important to maintain serviceability of thermal pressing combs. Cleaning after each client should be part of the sterilization and sanitation rules of the salon. Keep loose hair, dirt, and grease from accumulating. Use an emery board or fine sandpaper to remove excess carbon that can collect on the pressing comb. Immerse the pressing comb in hot soda solution for an hour, scrub with a brush, rinse, and dry thoroughly. With proper care, the pressing comb will last for years.

Tempering Procedures

Before using a thermal pressing comb, it should be tempered. If the manufacturer did not temper the pressing comb before shipping, then it should be done before using on a client. Pressing combs will not hold heat uniformly if they have not been tempered. In order to receive a smooth, silky press, the metal part of the pressing comb must heat evenly.

Heat the pressing comb until it is red hot and then submerge it immediately into cold water. Dry completely after it has cooled.

CAUTION: Do not overheat the pressing comb. Overheating can cause damage to the pressing comb. Protect the wood handle from burning.

OBJECTIVE 5 **List the advantages and disadvantages of thermal pressing.**

Advantages

- Hair is manageable and easier to style.
- Thermal pressing is temporary and hair can be easily reverted.
- Less damage to hair occurs than with chemicals.
- Thermal pressing leaves hair silky, soft, and healthy, with a glossy sheen.
- Normal hair and scalp will present little or no problem with thermal pressing.

Disadvantages

- Too much heat can friz, scorch, or burn hair.
- Lightened, tinted, or gray hair may become discolored when thermal pressed.
- Coarse hair is difficult to press and requires more heat and pressure.
- Wiry hair is resistant and requires more heat and pressure.
- Thermal pressing cannot be used on chemically treated hair.
- There is no set temperature for non-electric thermal pressing combs.

  NOTE: The texture of the hair will determine the temperature.
- Thermal pressing combs that retain moisture may revert hair to the curly state.

⚠ **CAUTION:** Burns from a thermal pressing comb or hot hair on the skin can cause permanent scarring.

OBJECTIVE 6 **Select from a list safety precautions for thermal pressing.**

For the Client

- When pressing short, fine hair, extra care should be given to the hairline to prevent breakage of the hair and burns to the skin.
- When pressing fine, wooly hair, test the temperature of the pressing comb. Too much heat or pressure near the hair ends can cause breakage.
- For burns, apply ice or cold water.
- Avoid pressing hair if the client has abrasions, a contagious disease, a scalp injury, or has used a chemical relaxer.
- Avoid pressing hair too frequently to prevent breakage or progressive shortening of the hair.
- Dry the hair thoroughly after shampooing to prevent burns from steam.
- Avoid the use of too much pressing oil or creme.
- Avoid the use of perfumed pressing oil near the scalp if the client has an allergy.
- Apply conditioning treatment to damaged hair before thermal pressing.
- Do not allow the hair to smoke during thermal pressing.
- Do not thermal press hair that has been chemically treated.

  NOTE: Hair must be conditioned before a soft press can be applied safely.

- Protect the ears and neck from thermal comb and hair burns.

  NOTE: A towel will protect the neck from hot hair and ear guards will protect the ears.

For the Cosmetologist

- Make sure the thermal pressing comb is free of carbon for a more effective service.
- To test the temperature of the pressing comb, hold it against a tissue, neck strip, or white towel. If a scorched area is left by the comb, it should be cooled before using on hair.

⚠ **CAUTION:** If the comb is too hot, it will scorch the hair. Cool the comb before using it on the hair.

- When using a gas heater, make sure it is open, ventilated, and working properly.
- Check all electrical equipment for frayed cords.
- Keep the electric heater cord away from the heater while it is in use.
- Place the wooden handle of the pressing comb on the arm rest of the electric heater to prevent the handle from burning or overheating while in use.
- Place the electric heater on protective padding to prevent burning the counter top.
- Do not place the heater next to a mirror; the heat generated could cause the mirror to break.
- Never place the hot pressing comb on an unprotected counter top.
- Use a rubber comb to avoid burning the scalp.

  NOTE: Metal, celluloid, or plastic combs may overheat, burn, or melt.

- A small size pressing comb should be used for the front hairline and/or downing hair.

  NOTE: The teeth are smaller, making it easier to press short hair.

- A moderately warm comb should be used on the hairline and back of neck.

MADAME C. J. WALKER

Madame C. J. Walker was one of the first African American millionaires in the early Twentieth Century. She made her fortune in the field of cosmetology. Born Sarah Breedlove in 1867, the Mississippi girl married at 14 and had one daughter. By the time Sarah was 20, she was a widow. After a second marriage to Charles J. Walker, she embarked on a career in the field of beauty culture. Sarah experimented with chemicals and implements that would straighten the hair and brighten the skin of her African sisters and brothers. Then she began selling her products door-to-door in the 1890's.

Friends and customers began calling her Madame C. J. Walker and this is how she is remembered. Madame Walker was an astute business woman who built a one-woman business into a million dollar company, hiring over 3,000 employees by 1910. The Walker company was originally headquartered in St. Louis and Pittsburgh, but in 1910, it was relocated in Indianapolis. A new, larger plant was built to manufacture beauty products.

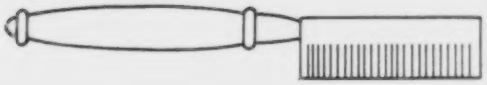
Madame Walker advertised in Black-owned newspapers, and she trained agents to service her customers. She travelled around the country talking to African Americans about pride in self and the beauty of our skin. Because of her pioneering work in the sales of skin and hair care products, beauty and barber salons for African Americans were established.

Madame Walker initiated the Walker System of hair care and the Walker Beauty College to train and license professional men and women in her instructional methods of cosmetology. As a result of her success in the beauty field, Annie M. Turnbo Malone developed the Poro System and beauty college, and Sarah Spencer Washington founded the Apex System and beauty college.

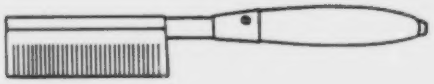
Today, Walker, Poro, and Apex schools can still be found in some localities. Walker products remain popular even though Madame C. J. Walker died in 1919.

TM 1

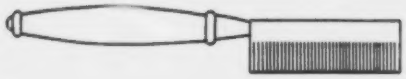
Thermal Pressing Combs



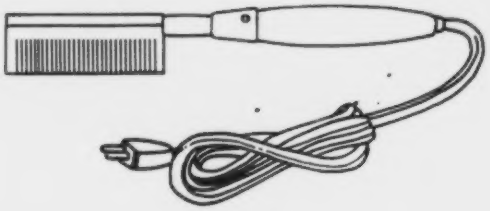
Wide tooth thermal pressing comb



Medium tooth thermal pressing comb

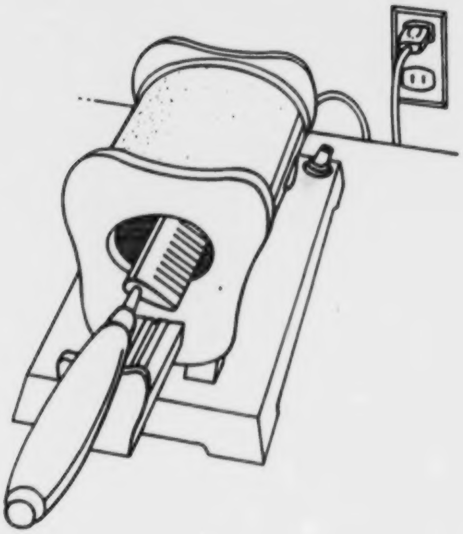


Fine tooth thermal pressing comb

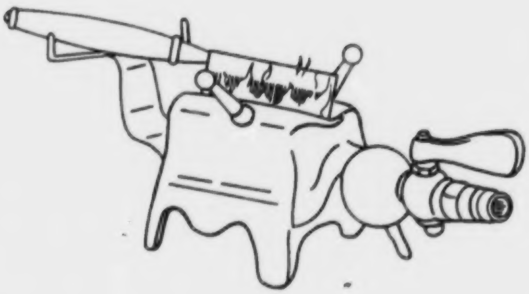


Electric thermal pressing comb

Heaters Used for Thermal Pressing

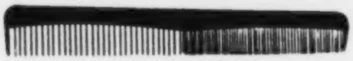


Electric heater

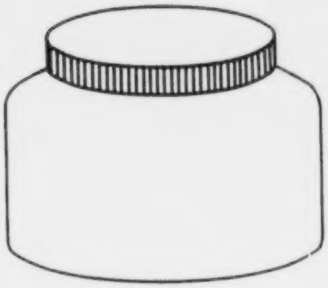


Gas heater

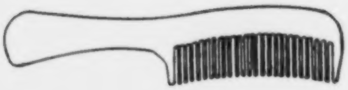
Supplies Needed for Thermal Pressing



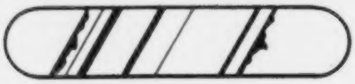
Styling comb



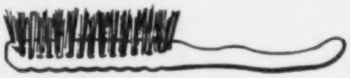
Pressing creme or oil



Shampoo comb

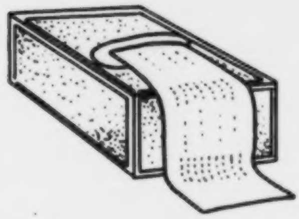


Spatula

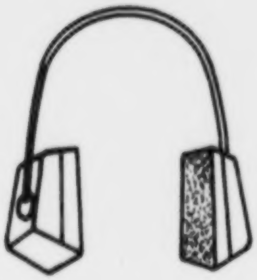


Natural bristle brush

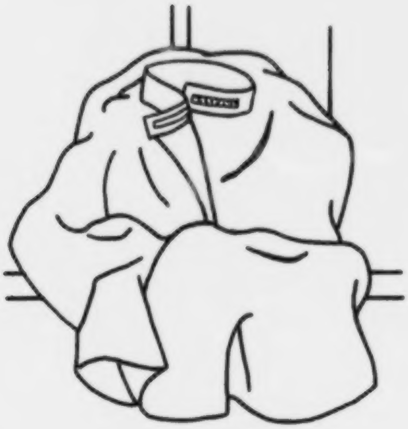
Supplies Needed for Thermal Pressing



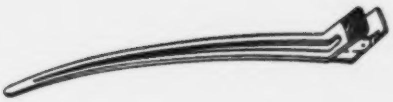
Neckstrips



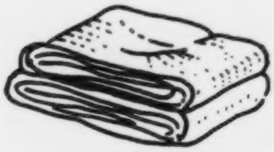
Ear guard



Cloth cape

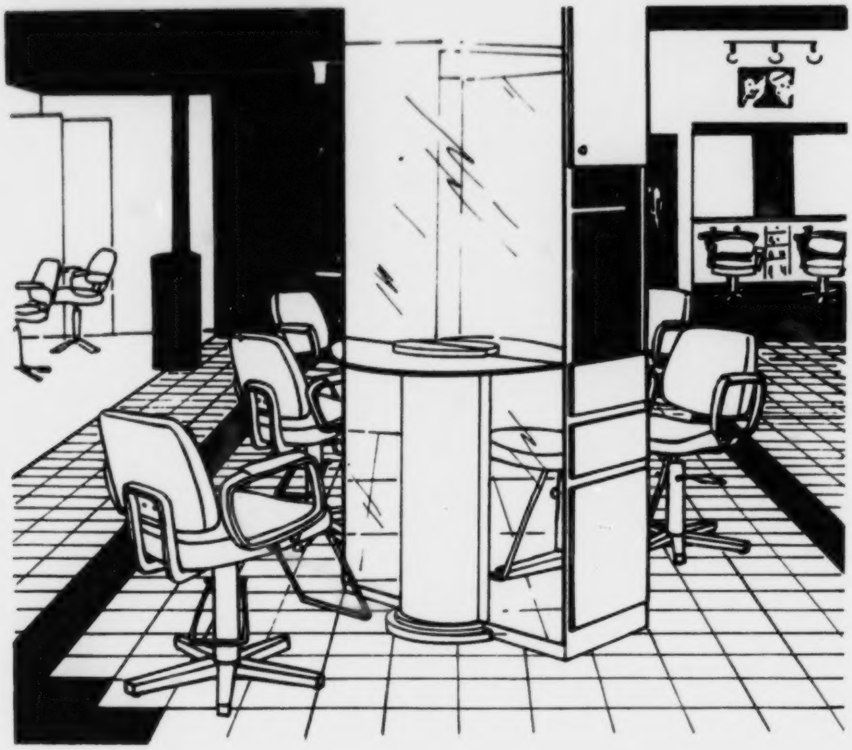


Duckbill clips



Cloth towels

Salon Equipment Needed for Thermal Pressing



ACTIVITY SHEET 1

Development of:
WRITING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why writing and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  WRITING SKILLS

  — Completing forms and records

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

- If students have difficulty completing forms and records:

  — Examine the structure of the forms being used.

  — Stress the importance of accurate, legible records.

  — Have students complete samples of the forms used, noting the importance of each piece of information.

  — Discuss comments that should be made and why.

- If students have difficulty mastering a specific job task/procedure:

  — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  — Suggest they study each component of the procedure to determine which area is causing difficulty.

  — Review the entire procedure.

  — Team them with proficient students or professionals to practice the procedure.

ACTIVITY SHEET 1

PRESSING — THERMAL

XIV

Name ____________________________

Complete a client record card.

Functional Writing Skills
- Complete forms and records

Job Acquisition/ Development Skills
- Master specific job task/procedure

CLIENT RECORD CARD

THERMAL PRESSING

Name ____

Address ____

Home phone: ______________ Work phone: ______________

DESCRIPTION OF HAIR

Form	Length	Texture	Porosity	Condition
Straight	Short	Coarse	Very porous	Virgin
Wavy	Medium	Medium	Moderately porous	Permed
Curly	Long	Fine	Normal	Tinted
		Soft	Less porous	Bleached
		Silky	Least porous	Damaged
		Wiry	Resistant	Dry/brittle
				Normal

Treatment: Soft press Hard press No press

Heat: High Medium Low

Conditioner: Yes No Name of Product ______________

Service Given

Date Operator

____

____

____

____

____

ASSIGNMENT SHEET 1

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce the assignment to the students by discussing why reading and creative thinking/problem solving skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Reacting to written material

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Identifying critical elements/issues
  - Analyzing/synthesizing information
  - Drawing conclusions
  - Identifying/evaluating consequences
  - Identifying/developing alternatives
  - Evaluating alternatives
  - Transferring knowledge/training to new situations
- If students have difficulty identifying critical elements/issues:
  - Instruct them to read or examine their sources carefully, noting key words and ideas.
  - Instruct them to listen or watch carefully for clue words that suggest a critical issue is being presented.

    EXAMPLE: Customer: "This is how I want it. See how it lays back? This is what I want."

  - Suggest they repeat or ask questions to verify the issue.

    EXAMPLE: Operator: "You like the way it lays back. Like this?" and holds hair back.

- If students have difficulty analyzing/synthesizing information:
  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
  - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.
  - Remind students of the importance of asking for and clarifying each piece of information, including manufacturer's instructions and customer-supplied information.
- If students have difficulty drawing conclusions direct them to examine the collected data and look for patterns, the range of ideas expressed, the language used, the pictures or illustrations that accompany the information, and what they are trying to convey.
- If students have difficulty identifying/evaluating consequences and alternatives:
  - Have students list each possible alternative, then state the consequence of each.
  - Refer them to their texts and notes to review all the various services and recommendations available for these case studies.
- If students have difficulty evaluating alternatives:
  - List the pros and cons of each alternative.
  - Review the main goals of a solution.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

ASSIGNMENT SHEET 1 — PRESSING — THERMAL — XIV

Name ______________________________ Score __________

OBJECTIVE 7

Analyze case studies to determine the appropriate method of thermal pressing.

INTRODUCTION

Reading Comprehension Skills
- React to written material

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Identify/develop alternatives
- Evaluate alternatives
- Transfer knowledge/training to new situations

Before starting Assignment Sheet 1, you should have covered *Cosmetology Core* and the first four units of *Basic Operator*. Objectives 1 through 6 in this unit should have been completed before beginning this assignment. Now you will apply that knowledge by analyzing the following case studies. You are to determine the appropriate service for the client from the situations presented.

Case Study One

Sherry wants her hair thermal pressed. Three months ago, Sherry received a chemical relaxer. She has one inch of new growth, and does not want a retouch. Her hair has been damaged by the relaxer. She has bald spots, dry, tight scalp, and permanent tint on her hair. Sherry has soft, fine, and naturally curly hair.

What service(s) would you recommend to Sherry?

____

____

____

____

Case Study Two

Randy enters the salon with a one-month-old "Jheri" curl. He says the chemical did not curl to his satisfaction, and he wants a thermal press. His hair is shoulder length, wavy, and wiry. He has no new growth and has not shampooed his hair since receiving the curl. Randy has healthy scalp and hair.

What service(s) would you recommend to Randy?

Case Study Three

Claire comes to the salon for the first time. She has never had her hair serviced by a cosmetologist. It is coarse, medium length, and dry. Claire has used regular soap for shampoo, no conditioner, and she is wearing it in a natural. Her hair has never been pressed. Analyze her hair and scalp condition first and then recommend the necessary service(s).

Case Study Four

Brenda asked for help with her hair. She put on a chemical relaxer at home. It started burning her scalp, but her hair was not straight. She followed the manufacturer's directions. Brenda has a sensitive scalp from other home applications. Her hair is fine, soft, and thin. Brenda now has pus-filled sores on her scalp and hair breakage.

What would you prescribe for Brenda? What advice would you give Brenda for future hair service?

ASSIGNMENT SHEET 1

There are no definite answers for this assignment, but suggestions are given for the benefit of the instructor. Answers will vary, but may include all or part of the following answers. The case studies can also be topics for class discussion.

Case Study One

Give Sherry a heat cap conditioning treatment, shampoo her hair, rinse thoroughly, apply a deep penetrating, pH-balanced conditioner, and a hair cut to remove split ends. Blow dry her hair on a cool/warm setting. Soft press the new growth and then roller set or thermal curl her hair.

Case Study Two

Since there is no new growth, the curl would need to be cut and then conditioned over a period of several weeks. After several weeks of conditioning treatments, a soft press with a warm pressing comb may be given. The scalp and hair will need additional conditioning treatments.

Case Study Three

Claire has virgin hair that is uncultured and sensitive scalp. She will require a good pH-balanced shampoo, conditioner, creme rinse, and a hard press.

Case Study Four

Direct Brenda to a medical doctor, dermatologist, or outpatient clinic. You cannot work on her hair with sores in the scalp. Recommend that once her scalp has healed, she return for professional service.

JOB SHEET 1

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  WRITING SKILLS

  — Completing forms and records

  ORAL COMMUNICATION SKILLS

  — Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  — Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
  - Review the importance of using clarifying questions to clearly understand the desires and concerns of the customer.
  - Review the importance of providing choices and information for customers.
  - Review active listening and supportive communication techniques to help deal with clients whose scalp and/or hair has been damaged during previous treatments.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.

- Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
  - Relate actions to consequences and to other options.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

- For additional suggestions on teaching basic skills, refer to suggestions for Activity Sheet 1 and Assignment Sheet 1.

JOB SHEET 1

PRESSING — THERMAL

XIV

OBJECTIVE 8

Perform a soft thermal press.

INTRODUCTION

Thermal pressing is a delicate procedure. Complete attention should be given to your actions. Hair can be easily damaged if you are careless. Your patron's safety should be of the utmost importance. Make sure that you have completed all of the objectives associated with this unit prior to starting the job sheet. Practice on a manikin before you perform this service on a live client.

IMPLEMENTS AND EQUIPMENT

- Electric heater
- Pressing comb
- Duckbill clips
- Natural bristle brush
- Cloth and shampoo cape
- White towels
- Ear guard
- Hard rubber combs
  - — Shampoo comb
  - — Styling comb

NOTE: Hard rubber combs will not melt. Natural bristle brushes are less stressful on hair.

SUPPLIES

- Spatula
- Pressing oil or creme
- Neckstrips

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Greet client
2. Sanitize hands.
3. Drape client. Have client remove and safeguard jewelry.
4. Analyze hair and scalp.
5. Complete client record card.
6. Assemble equipment and supplies.

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

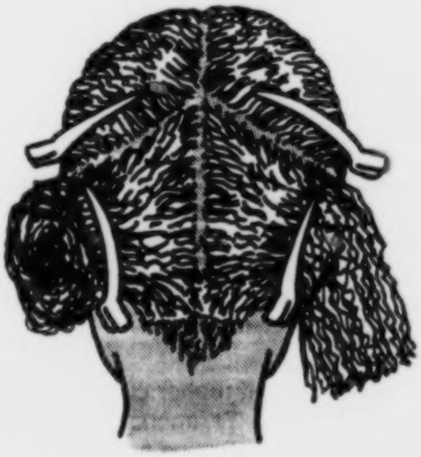
Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

7. Shampoo, condition, rinse, and dry the hair and scalp.

   NOTE: Follow directions given in Units 3 and 4.

8. Divide hair into four sections.
9. Hold each section with duckbill clips. (Figure 1)

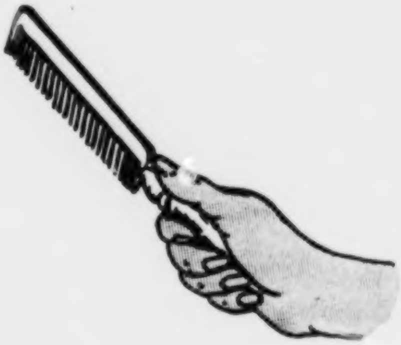
FIGURE 1



10. Heat the pressing comb.
11. Start with the back, right section at the nape of the neck.
12. Divide bottom right section into small sub-sections.
13. Hold the end of the sub-sectioned hair between the thumb and index finger upward and away from the scalp and neck.
14. Apply pressing oil or creme.

15. Hold thermal pressing comb between the thumb and fingers as if you are shaking hands with the handle. (Figure 2)

FIGURE 2



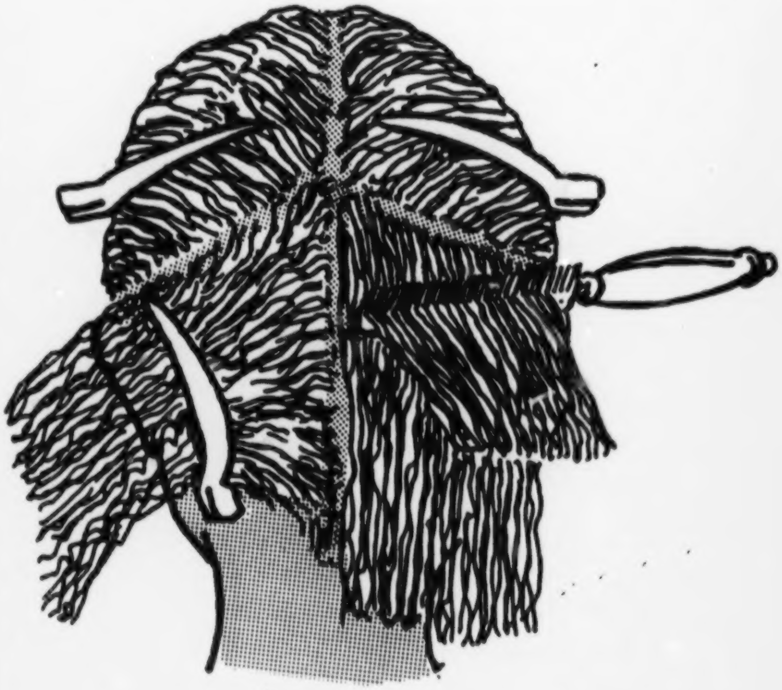
16. Test temperature of the pressing comb on the neckstrip or white towel.

⚠ **CAUTION:** If neckstrip or towel burn or scorch, the comb is too hot, let cool. If using an electric pressing comb, the heat can be controlled.

---

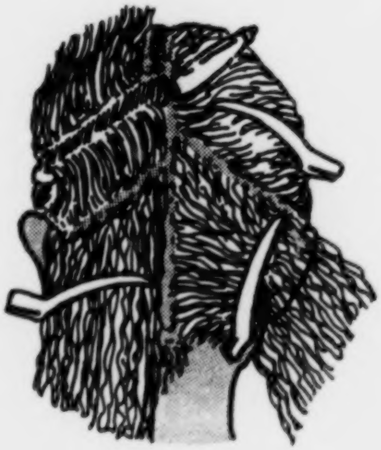
17. Insert the teeth of the pressing comb downward into the subsection. (Figure 3)

FIGURE 3



18. Turn the teeth of the pressing comb slowly upward so the rod of the comb touches the hair as close to the scalp as possible without burning the skin. (Figure 4)

FIGURE 4

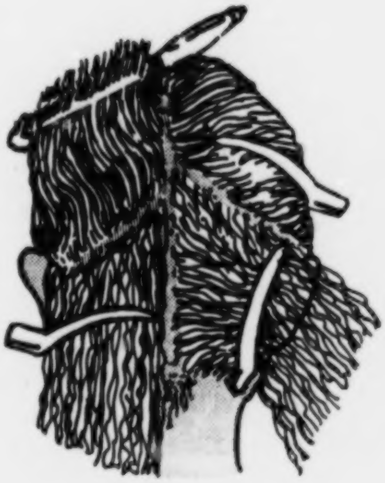


NOTE: The rod of the comb actually presses the hair. The teeth are used to texturize.

19. Pull the pressing comb out slightly so that the hair strands wrap around the comb.

20. Pull the pressing comb through the hair strands until the ends of the hair pass through the teeth of the comb. (Figure 5)

FIGURE 5

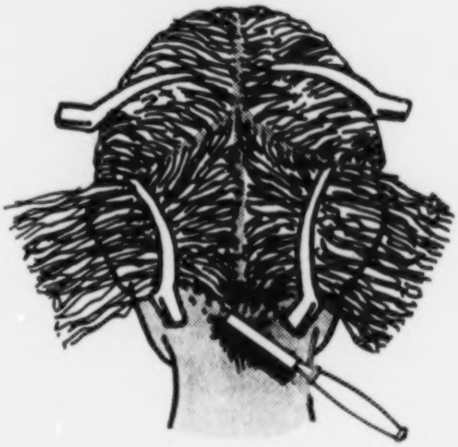


21. Complete the section.

22. Go clockwise around the entire head until completed.

23. Press downing hair or hairline with a smaller thermal pressing comb. (Figure 6)

FIGURE 6



NOTE: Extremely coarse hair may require a hard press. Follow the same procedure as the soft press, except press each sub-section in an upward movement, and then reverse to a downward movement.

24. Style if desired.

25. Sanitize work area, implements, equipment, and hands.

26. Have instructor evaluate your work.

PRACTICAL TEST 1

PRESSING — THERMAL

XIV

JOB SHEET 1

Perform a soft thermal press.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: when you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Greeted client	___	___
2. Sanitized hands	___	___
3. Draped client; had client remove and safeguard jewelry	___	___
4. Analyzed scalp and hair	___	___
5. Completed client record card	___	___
6. Assembled equipment and supplies	___	___
7. Shampooed, conditioned, rinsed and dried scalp and hair	___	___
8. Divided hair into four sections	___	___
9. Held each section with duckbill clips	___	___
10. Heated pressing comb	___	___
11. Started with the back, tight section at the nape of the neck	___	___

	Yes	No
12. Divided bottom right section into small sub-sections	___	___
13. Held the end of the sub-section hair between the thumb and index finger upward and away from the scalp and neck	___	___
14. Applied pressing oil or creme if desired	___	___
15. Held thermal pressing comb between the thumb and fingers as if shaking hands with the handle	___	___
16. Tested temperature of the pressing comb on the neckstrip or white towel	___	___
17. Inserted the teeth of the pressing comb downward into the sub-section	___	___
18. Turned the teeth of the pressing comb slowly upward so the rod of the comb touched the hair as close to the scalp as possible without burning the skin	___	___
19. Pulled the pressing comb out slightly so that the hair strands wrapped around the comb	___	___
20. Pulled the pressing comb through the hair strands until the ends of the hair passed through the teeth of the comb	___	___
21. Completed the section	___	___
22. Went clockwise around the entire head until completed	___	___
23. Pressed downing hair or hairline with a smaller thermal pressing comb	___	___
24. Styled if desired	___	___

	Yes	No
25. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Thermal pressed whole head	4	3	2	1
Did not burn client or hair	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

PRESSING — THERMAL

XIV

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with thermal pressing to their correct definitions. Write the correct letters in the blanks.

___ 1. Nonmetallic residue from hair that collects on irons

___ 2. Process of removing the excess curl from the hair using the pressing comb

___ 3. Process used to enable the pressing comb to hold heat evenly throughout the metal part

___ 4. Process used for small partings inside the section

___ 5. Pressing the hair twice using the pressing comb, sometimes called a hard press

___ 6. Process in which the hair on the head is uniformly divided into four segments

___ 7. Process in which hair returns or goes back to its natural state when exposed to moisture

___ 8. Metal comb made of brass, copper, or stainless steel with a wood handle, used to remove the curl from hair

___ 9. Method of temporarily straightening over-curly, coarse, or fine hair using a heated metal comb

a. revert

b. keloid

c. carbon

d. texturizing

e. section

f. tempering

g. double-comb press

h. sub-section

i. pressing comb

j. pressing

k. downing hair

l. weft

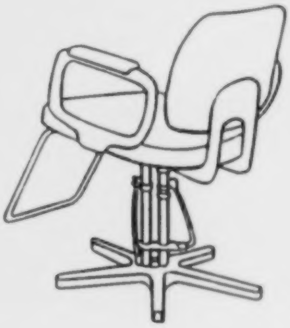
May be photocopied for student use.

___10. Tissue scarring that is caused by trauma or surgical incision

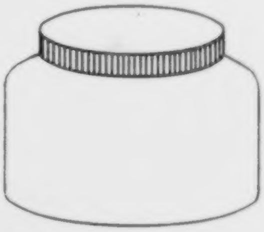
___11. Soft, fine hair found at the temple and nape of the neck

___12. Hand-tied or machine woven synthetic or human hair strips used by students in practice work for thermal press and curl

OBJECTIVE 2 **Label illustrations of equipment and supplies used for thermal pressing.** Write the correct names in the spaces provided.

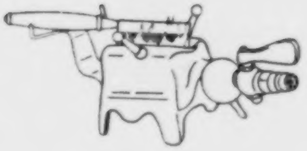


1. ______________________________

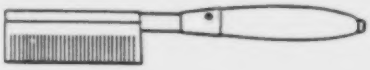


2. ______________________________

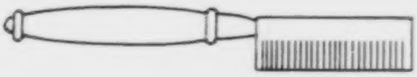
May be photographed for student use.



3. ______________________



4. ______________________



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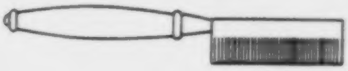

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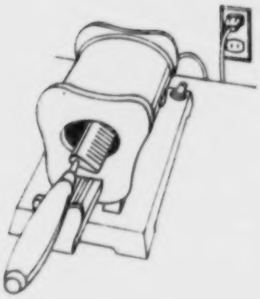

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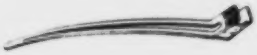

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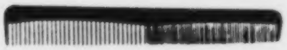

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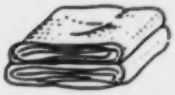

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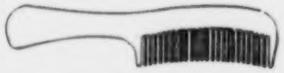

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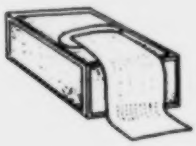

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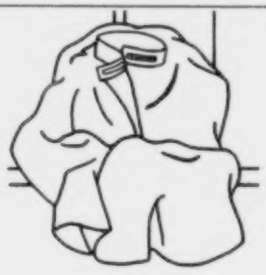

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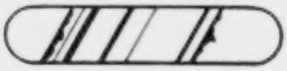

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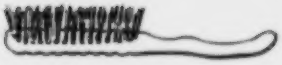

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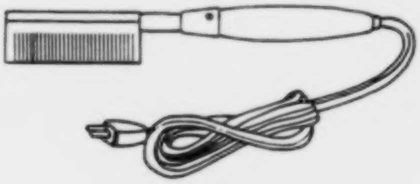

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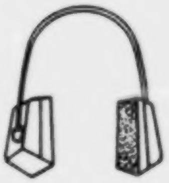


17. ______________________________

OBJECTIVE 3 **Describe the types of thermal presses.** Write your answer in the spaces provided.

Blow press ____

____

____

____

May be photographed for student use.

Dry press ______________________________

____

____

____

Hard press ______________________________

____

____

____

Oil press ______________________________

____

____

____

Pulling ______________________________

____

____

____

Soft press ______________________________

____

____

____

May be photocopied for student use.

OBJECTIVE 4 **Discuss how to clean and temper a thermal pressing comb.** Write your answers in the spaces provided.

Cleaning procedures

Tempering procedures

OBJECTIVE 5 **List the advantages and disadvantages of thermal pressing.** Write five advantages and five disadvantages in the spaces provided.

Advantages

May be photocopied for student use.

Disadvantages

____

____

____

____

____

OBJECTIVE 6 **Select from a list safety precautions for thermal pressing.** Place an "X" in the blank before each correct statement.

For the client

___ 1. Abrasions, contagious diseases, and scalp injuries should be treated by the cosmetologist before starting hair service.

___ 2. Smoking the hair gives a glossy sheen.

___ 3. Chemically treated hair should not be thermal pressed.

___ 4. Avoid the use of too much pressing oil or creme.

___ 5. Pressing oils should be perfumed to make the hair smell good.

___ 6. The hotter the pressing comb, the straighter the hair.

___ 7. Hair analysis is not necessary in thermal pressing.

For the cosmetologist

___ 8. Clean the pressing comb every two months.

___ 9. Test the temperature of the pressing comb on the client's hair.

___10. Gas heaters are safer than electric heaters.

May be photocopied for student use.

___11. Make sure the pressing comb is hot when pressing the hairline.

___12. Use a rubber comb to avoid burning the scalp.

___13. Electric heaters should be placed on protective padding.

___14. Electric heaters may set on mirrors if no padding is available.

NOTE: Objectives 7 and 8 are evaluated on job sheets/assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

PRESSING — THERMAL

XIV

OBJECTIVE 1

1. c
2. d
3. f
4. h
5. g
6. e
7. a
8. i
9. j
10. b
11. k
12. l

OBJECTIVE 2

1. Hydraulic chair
2. Pressing creme or oil
3. Gas heater
4. Fine-toothed pressing comb
5. Wide-toothed pressing comb
6. Medium-toothed pressing comb
7. Electric heater
8. Duck bill clip
9. Styling comb
10. Towels
11. Shampoo comb
12. Neckstrip
13. Cloth cape
14. Spatula
15. Natural bristle brush
16. Electric pressing comb
17. Ear guard

OBJECTIVE 3

Answer should include the following:

- **Blow press** — soft press using a small amount of pressing creme on the scalp applied after towel drying but before a hair dryer is used
- **Dry press** — soft press given without the aid of any type of pressing oil or creme used on the hair

- **Hard press** — used when hair is more curly than normal; the pressing process is repeated twice or the Marcel irons may be applied over the soft press
- **Oil press** — soft press given with the aid of a pomade or pressing creme applied as each section of the hair is pressed
- **Pulling** — Marcel irons are used to pull small sections of hair straight sometimes to achieve a very straight or patent leather appearance
- **Soft press** — accomplished by using a pressing comb and by pressing the back rod of the heated comb against the hair that is normally curly without using pressure, producing hair that is temporarily straightened

OBJECTIVE 4

Answer should include the following:

Cleaning Procedures

Regular cleaning is important to maintain serviceability of thermal pressing combs. Cleaning after each client should be part of the sterilization and sanitation rules of the salon. Keep loose hair, dirt, and grease from accumulating. Use an emery board or fine sandpaper to remove excess carbon that can collect on the pressing comb. Immerse the pressing comb in hot soda solution for an hour, scrub with a brush, rinse, and dry thoroughly. With proper care, the pressing comb will last for years.

Tempering Procedures

Before using a thermal pressing comb, it should be tempered. If the manufacturer did not temper the pressing comb before shipping, then it should be done before using on a client. Pressing combs will not hold heat uniformly if they have not been tempered. In order to receive a smooth, silky press, the metal part of the pressing comb must heat evenly.

Heat the pressing comb until it is red hot and then submerge it immediately into cold water. Dry completely after it has cooled.

OBJECTIVE 5

Answer should include the following:

Advantages

- Hair is manageable and easier to style.
- Thermal pressing is temporary and hair can be easily reverted.
- Less damage to hair occurs than with chemicals.
- Thermal pressing leaves hair silky, soft, and healthy, with a glossy sheen.
- Normal hair and scalp will present little or no problem with thermal pressing.

Disadvantages

- Too much heat can friz, scorch, or burn hair.
- Lightened, tinted, or gray hair may become discolored when thermal pressed.
- Coarse hair is difficult to press and requires more heat and pressure.
- Wiry hair is resistant and requires more heat and pressure.
- Thermal pressing cannot be used on chemically treated hair.
- There is no set temperature for non-electric thermal pressing combs.
- Thermal pressing combs that retain moisture may revert hair to the curly state.

OBJECTIVE 6

3, 4, 12, 13

OBJECTIVE SHEET

CURLING — THERMAL

XV

INTRODUCTION

In 1875, Marcel Grateau created a curler using heat that resulted in popularizing the Marcel Wave during the early 1900s. Even though Marcel Grateau died in 1936, his discovery continues to assist women and men in maintaining current hairstyles.

Electric curlers are an advanced technological design that improved Marcel's original curler. Electric curlers do not require gas or electric heaters and can be purchased with heat controls.

Thermal curlers remain available and preferred by many African Americans. Through the decades, thermal curling has remained a popular trend for styling hair. The croquignole curl and Marcel wave continue to be popular hairstyles. Practice is required, but the professional cosmetologist who wants to service a diverse clientele will become experienced in this very lucrative area of cosmetology.

UNIT OBJECTIVE

After completing this unit, the student will be able to select the advantages and disadvantages of thermal curling, list safety precautions to observe while thermal curling, identify sizes of thermal curlers, and perform thermal curl techniques. The student will demonstrate these competencies by completing job sheets, practical test, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with thermal curling to their correct definitions.
2. List the advantages and disadvantages of thermal curling.
3. Select from a list safety precautions to observe while thermal curling.
4. Identify various sizes of thermal curlers.
5. Perform a thermal curl. (Job Sheet 1)
6. Perform a Marcel wave. (Job Sheet 2)

SUGGESTED ACTIVITIES

CURLING — THERMAL

XV

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a cosmetologist to demonstrate thermal curling.
  - Invite a nurse to explain the safety precautions that should be observed while thermal curling.
  - Invite a manufacturing representative to display thermal curling irons.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in thermal curling.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with thermal curling to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Design a crossword puzzle or word scramble game using the terms for this unit.
- Have students develop a scrapbook of hairstyles in which thermal curlers were used.

- Develop a bulletin board of thermal curl hairstyles.

Objective 2: List the advantages and disadvantages of thermal curling.

- Have students do a survey in the school or community on the number of people wearing hairstyles designed with thermal curlers.

- Use Activity Sheet 1.

- Discuss the results of the survey in class.

- Use *Milady's Black Cosmetology* book for additional information on black hair.

Objective 3: Select from a list safety precautions to observe while thermal curling.

- Have a nurse or another cosmetologist talk to the class about the safety precautions that should be observed while thermal curling and what to do when skin is burned.

- Refer to information from the Cosmetology Core Unit III about safety precautions.

Objective 4: Identify various sizes of thermal curlers.

- Invite a manufacturing representative to display different sizes of thermal curlers.

- Explain to students the type of curl which results from various sizes of thermal curlers.

- Use Transparency Master 1.

APPLICATION

Objective 5: Perform a thermal curl.
Objective 6: Perform a Marcel wave.

- Invite a local cosmetologist to demonstrate thermal curling and hairstyles that can be achieved from this technique.

- Demonstrate the proper method for holding the curlers.

- Use Transparency Masters 2 and 3.

- Have students practice turning the curlers using one hand.
- Have students practice thermal curling using a mannequin or weft.
- Show *The Chemical Process—Part 2*, VHS video.
- Use Student Supplement 1.
- Have students complete Job Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Smart Tutor/Smart Tester.* A computer software program for IBM-PC and Apple; can be used when testing students.

Teachers may order the following from Milady Publishing Company, Box 12519, Albany, NY, 12212, or call 1-800-836-5239/518-459-4817.

- *The Chemical Process—Part 2.* This video features thermal press methods which result in progressively straighter hair after each application; includes designing and cutting the reverse layer cut and medium/bob/slant bangs, and the "organic thermo pressing-press" method. (Color, VHS format only)

Print Media

- *Milady's Black Cosmetology.* Milady Publishing Co: Box 12519, Albany, NY, 1990.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist.*, 3rd ed. West Publishing Company: St. Paul, MN, 1985.
- *Modern Textbook of Cosmetology.* Milady Publishing Co.: Austin, TX, 1954.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.
- Spencer, Gerald A. *Cosmetology in the Negro: A Guide To Its Problems.* Arlan Printing Co.: New York City, NY, 1944.
- "They're Making History: Yesterday, Today, and Tomorrow," *Shoptalk*, Spring 1988, p. 80.
- Thomas, Gertrude. *The Art of Modern Hair Pressing.* Cosmetology Publishing Corporation: New York, 1946.

OBJECTIVE 1

Match terms associated with thermal curling to their correct definitions.

- **croquignole** — method of thermal curling the hair by forming a figure eight
- **discoloration** — condition caused when an excessive amount of heat develops an undesired color on the hair
- **fishhook** — crimped or frizzy appearance on the ends or on the strand because the hair was improperly wound on the curling irons
- **groove** — rounded portion of curling irons; also called bowl
- **Marcel irons** — implements used for thermal curling

  NOTE: The Marcel was named after Marcel Grateau, who perfected the curling iron.

- **Marcel waving** — series of waves formed over the whole head using heated thermal curlers
- **pomade** — curling creme used on hair to insure a long-lasting curl
- **thermal hairstyling** — process in which heat is used to straighten, curl, or wave the hair temporarily
- **touch-up** — the process of re-curling the hair in two to five days; similar to the original process but omitting the shampoo and press
- **weft** — hand-tied or machine woven synthetic or human hair strips used in practice work for thermal press and curl by students

OBJECTIVE 2

List the advantages and disadvantages of thermal curling.

Advantages

- Thermal curling makes hair more manageable and easier to style.

- Thermal curling reduces the amount of chemical damage to skin and hair.
- Thermal curls are easily reverted.
- Thermal curls can be loose or tight.
- Thermal curls may receive a touch-up without serious damage.
- Thermal curling leaves the hair silky and soft with a glossy sheen.

Disadvantages

- Too much heat can friz, scorch, or burn hair.
- Lightened, tinted, or gray hair may become discolored when thermal curled.
- Thermal curlers may damage chemically treated hair.
- Fishhooks may prevent proper styling.
- Certain hair lengths are laborious to curl.
- Fine and coarse hair textures may be stubborn.

OBJECTIVE 3 **Select from a list safety precautions to observe while thermal curling.**

- Protect the skin with a towel when curling close to the scalp.
- Use ear guards to prevent burns.
- Apply ice or cold water to a burn.
- Avoid curling hair that is not clean.
- Avoid using too much curling creme.

  NOTE: Too much curling creme makes the hair heavy and/or limp and difficult to style.

- Use a rubber comb to avoid burning the scalp.

- When using a gas heater, make sure it is open, ventilated, and working properly.
- Never curl wet hair.

CAUTION: Damage to hair and skin may result if thermal curlers are used on wet hair.

- Thermal curlers should be free of carbon to insure a more even distribution of heat.
- Thermal curlers should be tested on a white tissue, neckstrip, or towel.

CAUTION: If tissue, neckstrip, or towel appear yellow or scorched, cool curlers before applying to the hair.

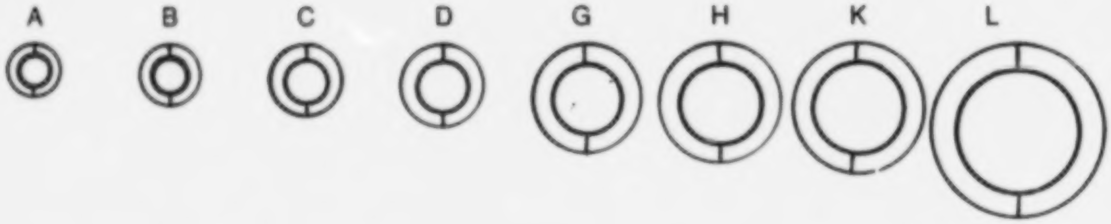
OBJECTIVE 4

Identify various sizes of thermal curlers.

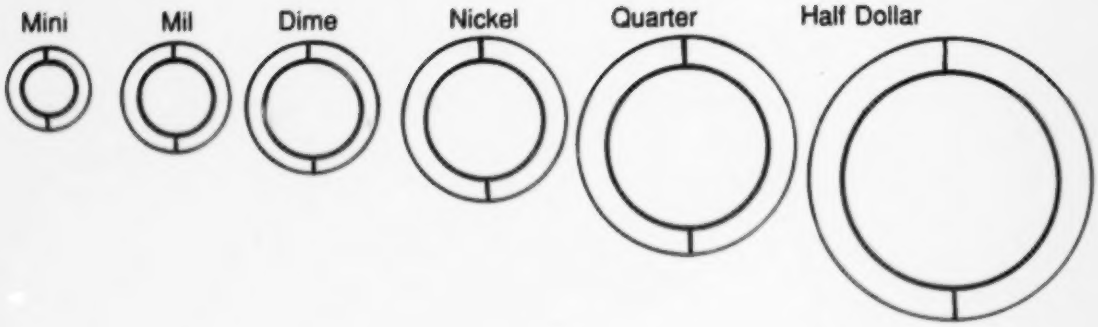
Size of curlers to be used is determined by the texture and length of the hair and style to be given. Large, extra large, and jumbo curlers are used on medium and long hair or when body and volume are necessary for the style. Small and medium curlers are used for short hair, tight/close curls, and hairline areas.

Depending on the manufacturer of the curlers, sizes of curlers will be referred to in alphabetical, monetary, or measurement terms.

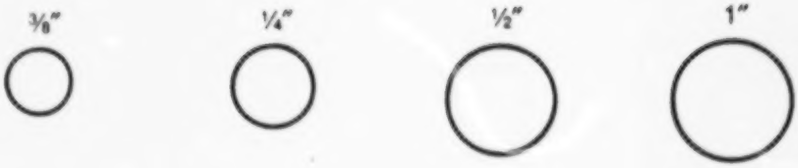
Alphabetical



Monetary


Mini
Mil
Dime
Nickel
Quarter
Half Dollar

Measurement



THERMAL CURLING METHODS

Side flare curl (flat curl)

1. Heat irons to desired temperature.
2. Test irons.
3. Comb strand smooth.
4. Roll the hair under.
5. Roll all ends into irons.
6. Continue rolling the hair until the irons move freely.

Sculpture curl

1. Heat irons to desired temperature.
2. Test irons.
3. Comb strand smooth.
4. Position curl on base.
    a. Place the curl on its full base for maximum height or lift.
    b. Place the curl one-half off base for moderate height.
    c. Place the curl off base for a slight lift or movement only.

Spiral curl

1. Heat irons to desired temperature.
2. Test irons.
3. Comb strand smooth.
4. Insert irons with the groove on top near the base of the strand and at an angle.

5. Hold strand with free hand.

6. Rotate irons under, wrapping strand around rod.

   NOTE: Do not move the irons from their position near the base of the strand.

7. Rotate the irons and, at the same time, open and close them to enlarge the curl and give more freedom to the irons.

8. Continue rotating the irons.

9. Wrap entire strand.

10. Support the curl with free hand for a few seconds.

11. Rotate irons while gently removing them from the curl with the fingers of the free hand.

12. Allow curl to cool to produce a longer-lasting, springy curl.

Flip curl

1. Heat irons to desired temperature.

2. Test irons.

3. Comb strand smooth.

4. Place large portion of irons on bottom of hair strand; place groove on top of hair strand.

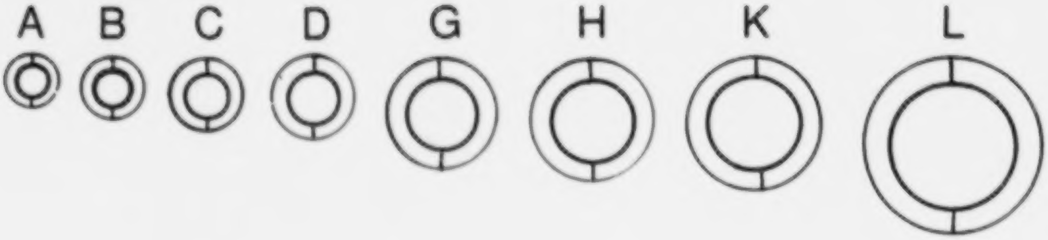
5. Roll hair upward.

6. Hold until strand is heated and desired curl is achieved.

7. Remove irons.

Thermal Curler Sizes

Alphabetical



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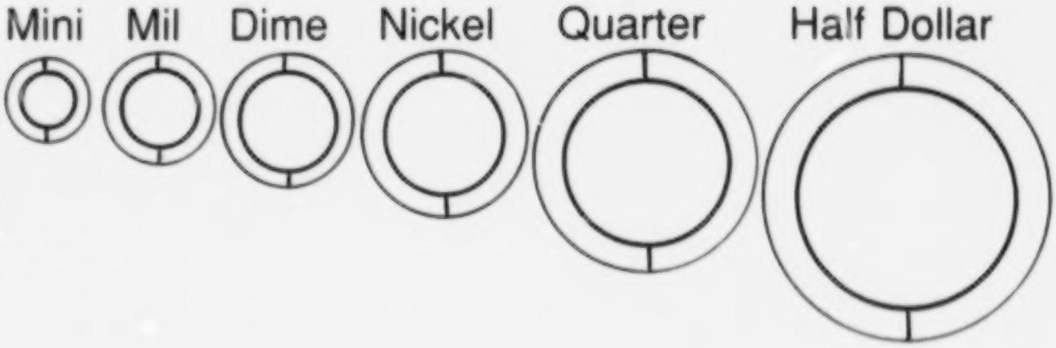
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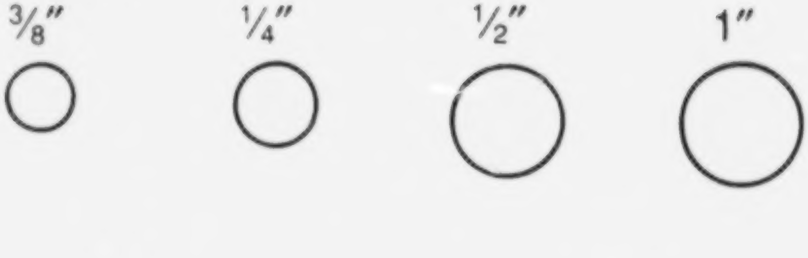
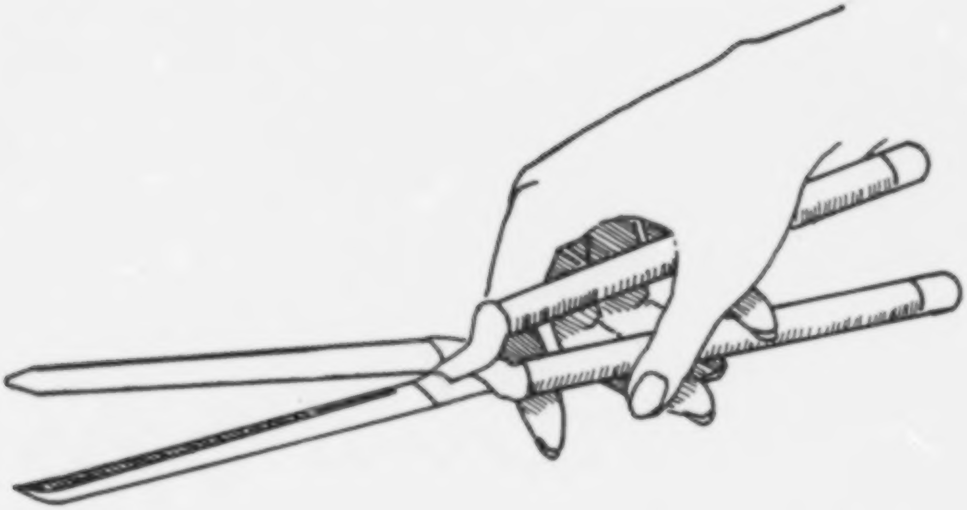
Mil
Dime
Nickel
Quarter
Half Dollar

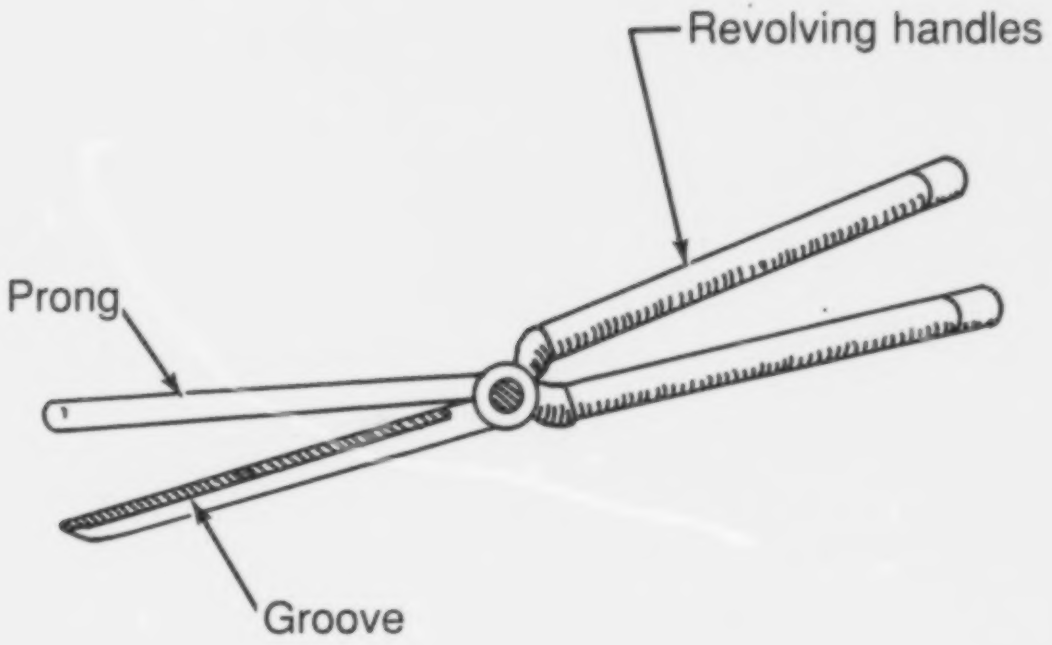
Measurement



Holding and Opening Thermal Curlers



Parts of Curlers


Revolving handles
Prong
Groove

ACTIVITY SHEET 1

Development of:
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
SOCIAL STUDIES SKILLS

- Introduce the assignment to the students by discussing why oral communication, interpersonal or relating, creative thinking/problem solving, and social studies skills are important.

- Discuss with them the following skills which are relevant to this task:

  ORAL COMMUNICATION SKILLS

  — Conducting/receiving interviews

  INTERPERSONAL OR RELATING SKILLS

  — Interacting with family/friends

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Analyzing/synthesizing information

  — Drawing conclusions

  SOCIAL STUDIES SKILLS

  — Collecting/recording data

  — Interacting with people of different races/cultures

- If students have difficulty conducting/receiving interviews:

  — Remind them to organize their thoughts and questions before the interview begins.

  — Remind them to be thoroughly familiar with the subject to be discussed and the information to be obtained.

  - Review oral communication and interpersonal or relating skills.
  - Discuss with them the fact that interviewing sometimes makes students nervous. Instruct them to remember that the interview is a conversation.
  - Remind them of the importance of being a good listener.
  - Remind them not to get so intent on asking all their questions that they fail to hear all the answers.
- If students have difficulty interacting with friends/family:
  - Review interviewing techniques.
  - Have them discuss how they would feel and how they would react if a friend asked them to participate in a survey.
- If students have difficulty analyzing/synthesizing information:
  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
  - Remind them that to synthesize information they should organize all the component parts in a way that makes the information usable to them.
  - Suggest they make a list of the most frequently occurring responses and count how often they occur.
- If students have difficulty drawing conclusions direct them to examine the collected data and look for patterns and the range of ideas expressed.
- If students have difficulty gaining, collecting, or recording information or data:
  - Instruct them to listen carefully and write down key words and ideas.
  - Remind them of the importance of recording data precisely.

  - Encourage them to set a friendly tone before beginning the survey questions.

- If students have difficulty interacting with people of different races/cultures:

  - Discuss stereotypical ideas about people of different races or cultures and ask students to examine their own attitudes.

  - Have students practice their interviewing techniques so that race and culture are not a contributing factor.

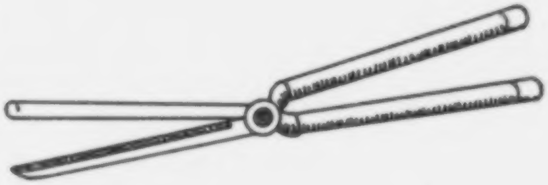
  - Encourage students to interact with others in the class, either people of different races or in a role-playing situation.

  - Encourage them to relate to the person on an individual level so that common experiences and interests can emerge as a basis for increased interpersonal understanding and relationships.

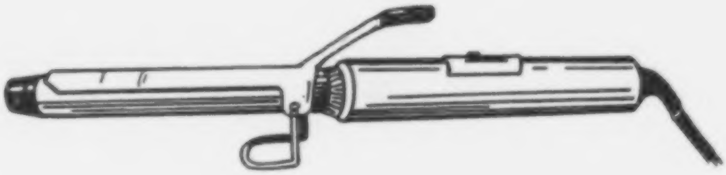
POPULARITY SURVEY

DIRECTIONS

Survey the students in your school or persons in the community about the use of thermal curlers to style their hair. Hairstyles designed with thermal curls are used primarily by African Americans. Electric curlers are used by everyone. You may determine the size of the survey; include African Americans and non-African Americans. After completing the survey, study the results, draw conclusions, and report findings to the class.



Thermal curlers



Electric curlers

Interactive Communication Skills
- Conduct/receive interviews

General Relating Skills
- Interact with family/friends

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions

Information Analysis Skills
- Collect/record data

Functional Social Studies Skills
- Interact with people of different races/cultures

QUESTIONS

1. Do you style your hair with thermal curlers?

2. Do you Marcel wave your hair?

3. What type of thermal curl do you wear?

4. What do you feel are the advantages of wearing a thermal curl or wave?

5. What do you feel are the disadvantages of wearing a thermal curl or wave?

JOB SHEETS 1 and 2

Development of:
READING SKILLS
MATHEMATICS SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, mathematics, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  MATHEMATICS SKILLS

  - Using English & metric measures

  ORAL COMMUNICATION SKILLS

  - Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty following written instructions:
    - Discuss the possible consequences of not following instructions precisely.
    - Have them read the instructions several times, noting the key words and ideas.
    - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.
    - Before beginning the procedure, have students describe each step in the procedure to demonstrate their understanding of the instructions.
- If students have difficulty using content area vocabulary, review key terms and concepts so that students hear, see, write, and say them.
- If students have difficulty using English and metric measures:
    - Suggest that they look at a yardstick or tape that is marked in both English and metric and study the measurements until there is a concrete idea about the lengths of different units of measurement.
    - Have students cut lengths of string they estimate to be ½", 1", 2", etc.

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.

    - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
    - Encourage them to become familiar with the entire procedure before they begin the work.
    - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
    - Discuss what behaviors and attitudes constitute good work habits.
    - Make sure the student knows what is expected of him or her.

- If students have difficulty dealing effectively with customers/clients:
    - Discuss the importance of effective communication skills.
    - Review active listening skills and other communication techniques.
    - Discuss customer relations policies.

JOB SHEET 1 — CURLING — THERMAL — XV

OBJECTIVE 5

Perform a thermal curl.

INTRODUCTION

Although thermal hairstyling may be somewhat difficult to master, as in other skills, practice can help you become proficient in this curling technique. Use cold curlers to practice manipulating the irons. Thermal curling irons come in various sizes, and the appropriate size for the service to be given will depend on the length of the hair and the degree of curl desired. This job sheet covers the basic steps to use in thermal curling.

IMPLEMENTS AND EQUIPMENT

- Towel
- Thermal curling irons
- Gas or electric heater (if conventional irons are used)
- Hard rubber combs
- Cloth cape and plastic shampoo cape

SUPPLIES

- White tissue
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Math Application Skills
- Use English and metric measures

Interactive Communication Skills
- Communicate with clients/customers

1. Sanitize hands.
2. Drape client.
3. Check scalp for abrasions.
4. Shampoo if needed.

   NOTE: Perform shampoo if hair has not been pressed or if it is dirty. Dry hair thoroughly and thermal press if desired.

5. Plan hairstyle.
6. Comb hair thoroughly to remove all tangles.
7. Section hair according to the hairstyle to be used.

General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

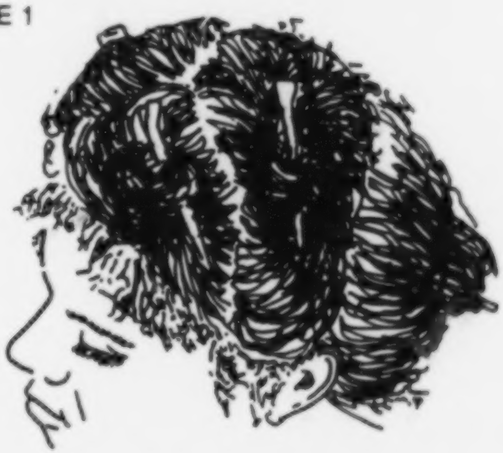
Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Heat thermal irons.

NOTE: To save time, irons can be heating after planning hair style.

9. Sub-section the sections into areas approximately ¾" by 2" wide. (Figure 1)

FIGURE 1



NOTE: Subsections may or may not be staggered.

10. Test temperature of irons by placing irons on white tissue.

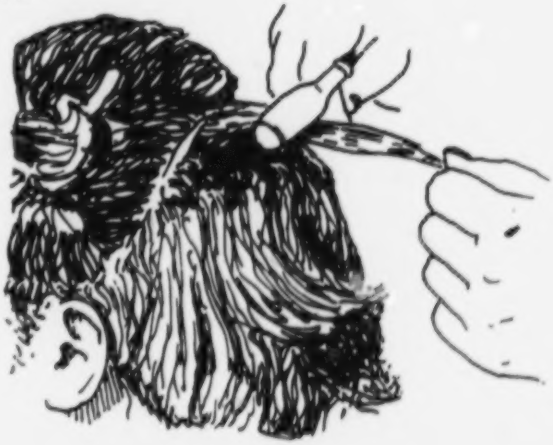
NOTE: If tissue appears scorched, allow the irons to cool before applying them to the hair. The temperature of the irons should be guided by the patron's hair texture and condition.

EXAMPLE: Lightened, tinted, or gray hair should have less heat than coarse hair.

11. Perform a thermal curl for croquignole or figure eight curl on long hair.

    a. Place groove of irons on top of strand. (Figure 2)

FIGURE 2

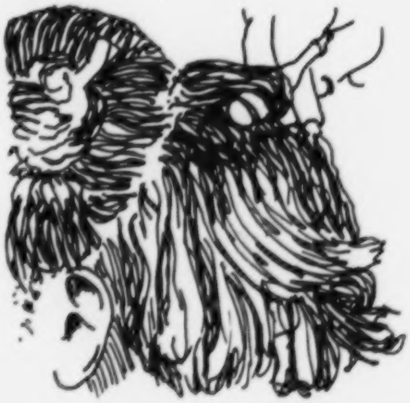


    b. Insert irons on small section of hair approximately 1" from the scalp and close the irons.

    c. Roll irons under.

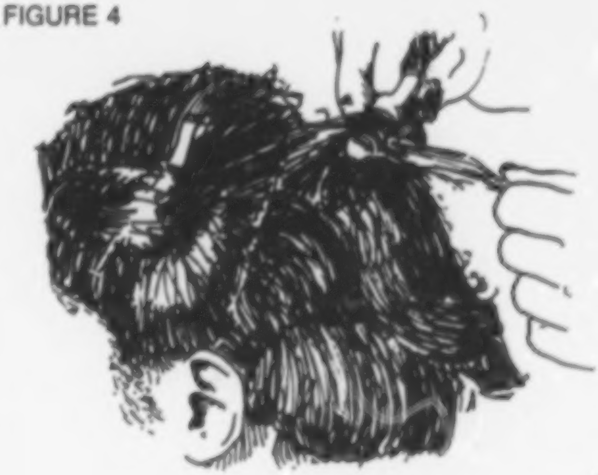
    d. Click and roll irons until the groove is facing you. (Figure 3)

FIGURE 3



e. Pick up ends of hair with free hand. (Figure 4)

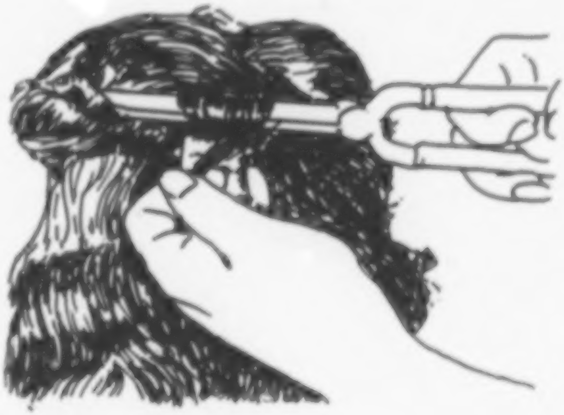
FIGURE 4



f. Continue rolling and clicking the irons, keeping the same distance from the scalp.

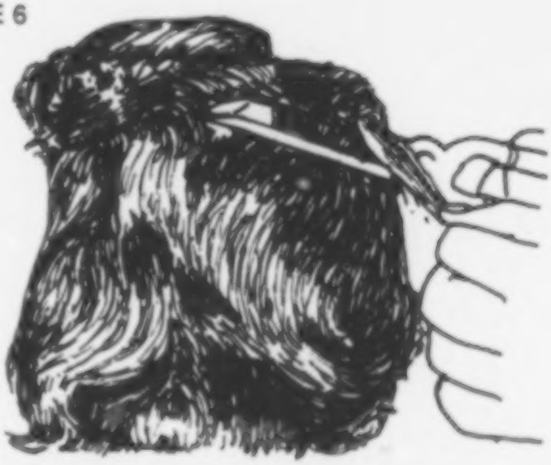
g. Draw the hair strand toward the handle and then toward the point of the irons. (Figure 5)

FIGURE 5



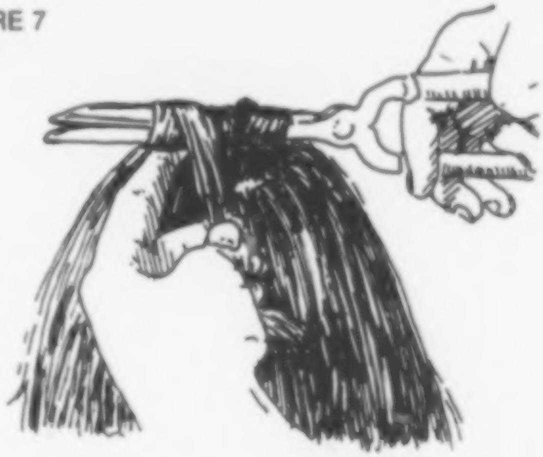
h. Draw strand a little to the right, pushing the irons slightly to the left at the same time. (Figure 6)

FIGURE 6



i. Push irons forward and push the hair with the free hand forming two loops around the closed irons so that the ends of the strands will extend out between the loops. (Figure 7)

FIGURE 7



j. Roll and click irons under until the ends of the hair disappear.

NOTE: Roll irons until they turn freely inside curl.

k. Roll the irons to the scalp, protecting the scalp with a comb.

l. Hold curl for a few minutes for heat to penetrate.

m. Push curl off irons with comb and draw irons out of strand.

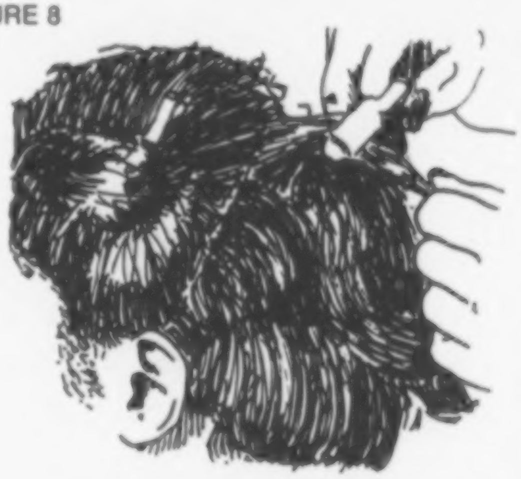
12. Perform a thermal curl for short hair.

a. Pick up a small strand of hair and comb smooth.

NOTE: The comb should be held between thumb and all four fingers.

b. Insert irons approximately 1" from the scalp with groove on top and hold for a few seconds. (Figure 8)

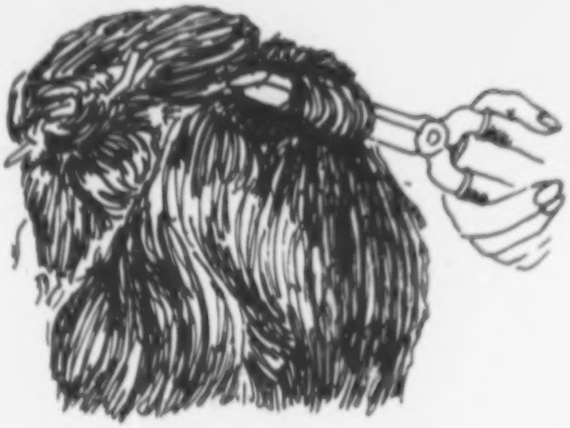
FIGURE 8



c. Hold hair ends at same time in a firm, taut manner.

d. Begin to rotate irons under. (Figure 9)

FIGURE 9

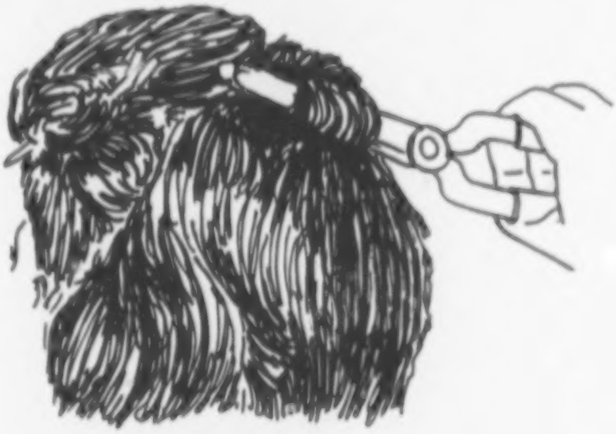


NOTE: Roll the irons forward and backward, using only the fingers, hand, and wrist to rotate irons. There should not be any sway or motion in the arm.

e. Open and close irons rapidly to avoid scorching the hair.

f. Continue rotating the irons as the hair ends are guided into the center of the curl. (Figure 10)

FIGURE 10



g. Hold for a few seconds.

CAUTION: Protect the scalp with the comb by placing the teeth of the comb under the curl and next to the scalp.

h. Continue rotating irons and opening and closing them to keep the curl from binding and until hair ends disappear.

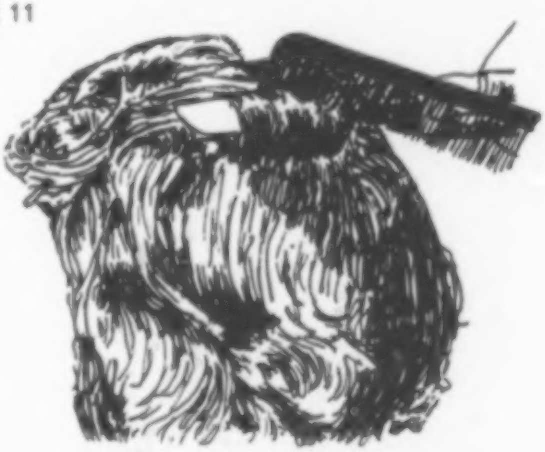
i. Roll irons slowly to the scalp.

j. Protect scalp with teeth of comb.

k. Hold for a few seconds.

l. Remove the curl from the irons by drawing the curl from the irons with the aid of the comb. (Figure 11)

FIGURE 11



13. Perform a thermal curl for medium length hair

    a. Comb hair smooth.

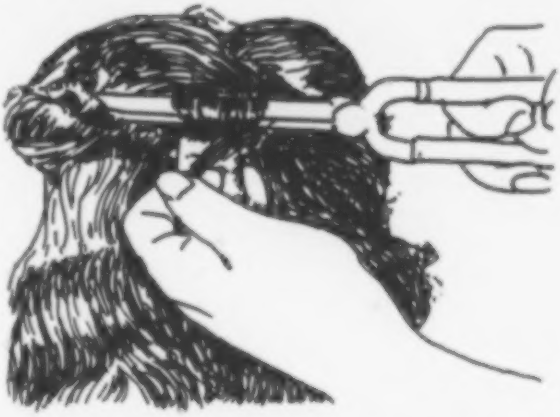
    b. Insert irons with groove on top, about 1" from scalp.

    c. Hold for a few minutes.

    d. Slide irons out about 2" from scalp.

e. Rotate irons under until strand comes up. (Figure 12)

FIGURE 12



NOTE: Hold strands with free hand.

f. Place comb near scalp to protect the head from burns.

g. Hold irons in place until firm curl is formed.

h. Slide irons from curl using comb.

14. Complete entire head.

15. Let hair cool.

16. Brush the hair.

17. Style as desired.

18. Spray hair lightly, if needed, with hair spray.

19. Sanitize work area, implements, equipment, and hands.

20. Have instructor evaluate your work.

JOB
SHEET 2

CURLING — THERMAL

XV

OBJECTIVE 6

Perform a Marcel wave.

INTRODUCTION

The Marcel wave bears the name of the French cosmetologist, Marcel Grateau. For a longer lasting hairstyle, Marcel waves set with thermal curlers are, perfect. The popularity of this particular hairstyle has been phenomenally consistent. Practice on a weft will assist in learning this skill. The following job sheet gives the basic steps needed to practice and eventually perform this service.

IMPLEMENTS AND EQUIPMENT

- Thermal curling irons
- Gas or electric heater (if conventional iron is used)
- Hard rubber combs
- Cloth cape and/or plastic shampoo cape
- Towel

SUPPLIES

- Neck strip
- White paper or tissue

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Math Application Skills
- Use English and metric measures

Interactive Communication Skills
- Communicate with clients/customers

1. Sanitize hands.

2. Drape client.

3. Check scalp for abrasions.

4. Plan style.

5. Comb hair thoroughly, removing all tangles.

6. Comb hair following the natural growth.

   NOTE: The natural growth will determine whether or not the first wave formed will be left-going or right-going. This procedure will be a left-going wave.

7. Comb hair into a semi-shaping.

General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

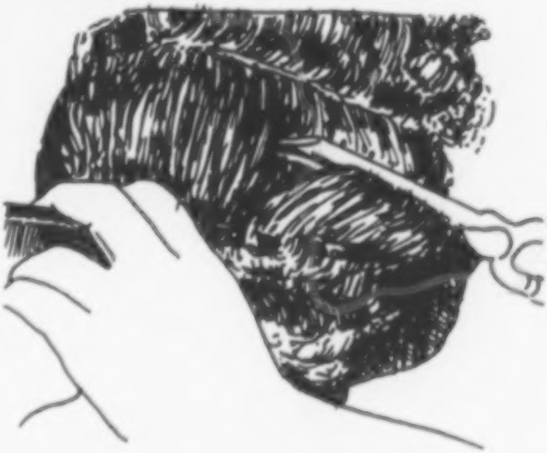
Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Use comb to pick up a strand of hair approximately 2" wide.

9. Insert irons in the hair with the groove facing upward.

10. Close irons and turn them about one-quarter turn forward. (Figure 1)

FIGURE 1



11. Direct hair, with the irons, about ¼" to the left and direct the hair ¼" to the right, using the comb.

12. Roll irons one full turn forward.

    NOTE: This will be directed away from you.

13. Keep the hair in this position for a few seconds to heat the hair thoroughly.

14. Reverse the movement by unrolling the hair from the irons.

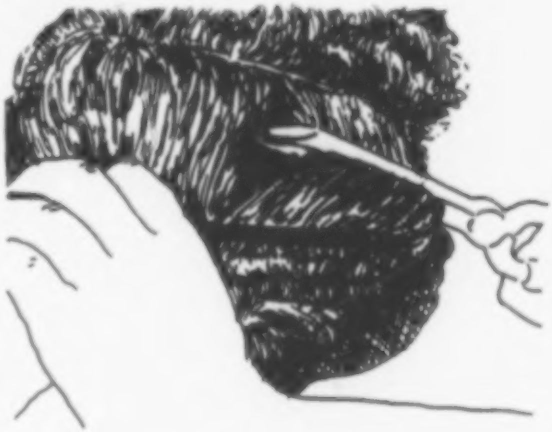
15. Bring the hair back to its first position.

16. Open irons with little finger and place the irons just below the ridge by swinging the rod of the irons toward you and closing them.

    NOTE: The outer edge of the groove should be directly underneath the ridge just produced by inner edge.

17. Keep irons still while directing the hair with the comb toward the left about 1", forming a half-circle into the hair. (Figure 2)

FIGURE 2



18. Roll irons one-half turn forward without opening the irons.

    NOTE: This movement will be away from you.

19. Slide irons down approximately 1".

    NOTE: Open irons slightly to slide irons down the strand. The irons and comb should end up in position to begin the right-going wave.

20. Begin right-going wave by directing hair in opposite direction as the left-going wave.

    NOTE: Movements for comb and iron should be the same for either a left-going or right-going wave.

21. Complete entire head as pre-planned by joining and matching the waves.

22. Style the hair.

23. Spray hair lightly to hold set.

NOTE: Using hair spray is an optional procedure.

24. Sanitize work area, implements, equipment, and hands.

25. Have instructor evaluate your work.

PRACTICAL TEST 1

CURLING — THERMAL

XV

JOB SHEET 1

Perform a thermal curl.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Checked scalp for abrasions	___	___
4. Shampooed hair, if needed	___	___
5. Planned hairstyle	___	___
6. Combed hair thoroughly	___	___
7. Sectioned hair according to hairstyle to be used	___	___
8. Heated thermal irons	___	___
9. Sub-sectioned hair in ¾" by 2" sections	___	___
10. Tested temperature of irons on white tissue	___	___

	Yes	No
11. Performed a thermal curl for croquignole or figure eight on long hair		
a. Placed groove of irons on top of strand	___	___
b. Inserted irons on small section of hair	___	___
c. Rolled irons under	___	___
d. Clicked and rolled irons until the groove faced self	___	___
e. Picked up ends of hair with free hand	___	___
f. Continued clicking and rolling irons, keeping the same distance from scalp	___	___
g. Drew hair strand toward handle and then toward the point of the irons	___	___
h. Drew a strand a little to the right and pushed the irons slightly to the left at the same time	___	___
i. Pushed irons forward and pushed the hair with free hand forming two loops around the closed irons so that the ends of the strands extended out between the loops	___	___
j. Rolled and clicked irons under until the ends of the hair disappeared	___	___
k. Rolled the irons to the scalp; protected the scalp with a comb	___	___

			Yes	No
	l.	Held curl for a few minutes for heat to penetrate	___	___
	m.	Pushed curl off irons with comb; drew irons out of strand	___	___
12.		Performed a thermal curl for short hair		
	a.	Picked up a small strand of hair and combed smooth	___	___
	b.	Inserted irons approximately 1" from the scalp with groove on top; held for a few seconds	___	___
	c.	Held hair ends at same time in a firm, taut manner	___	___
	d.	Began to rotate irons under	___	___
	e.	Opened and closed irons rapidly to avoid scorching hair	___	___
	f.	Continued rotating the irons as the hair ends were guided into the center of the curl	___	___
	g.	Held for a few seconds	___	___
	h.	Continued rotating irons and opening and closing them to keep the curl from binding and until hair ends disappeared	___	___
	i.	Rolled irons slowly to the scalp	___	___
	j.	Protected scalp with teeth of comb	___	___
	k.	Held for a few seconds	___	___

	Yes	No
l. Removed the curl from the irons by drawing the curl from the irons with the aid of the comb	____	____
13. Performed a thermal curl for medium length hair		
a. Combed hair smooth	____	____
b. Inserted irons with groove on top, about 1" from scalp	____	____
c. Held for a few seconds	____	____
d. Slid irons out about 2" from scalp	____	____
e. Rotated irons under until stand came up	____	____
f. Placed comb near scalp to protect head from burns	____	____
g. Held irons in place until firm curl was formed	____	____
h. Slid irons from curl using comb	____	____
14. Completed entire head	____	____
15. Let hair cool	____	____
16. Brushed hair	____	____
17. Styled as desired	____	____
18. Sprayed hair lightly with hair spray, if needed	____	____
19. Sanitized work area, implements, equipment, and hands	____	____
Total	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Curled entire head properly	4	3	2	1
Left no fishhooks	4	3	2	1
Styled hair	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2 — CURLING — THERMAL — XV

JOB SHEET 2

Perform a Marcel wave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Checked scalp for abrasions	___	___
4. Planned style	___	___
5. Combed hair thoroughly	___	___
6. Combed hair following natural growth	___	___
7. Combed hair into a semi-shaping	___	___
8. Used comb to pick up a 2" wide strand of hair	___	___
9. Inserted irons with the groove facing upward	___	___
10. Closed the irons and turned them about one-quarter turn forward	___	___

	Yes	No
11. Drew hair, with irons, about ¼" to the left and directed the hair ¼" to the right, using the comb	___	___
12. Rolled irons one full turn forward	___	___
13. Kept the hair in position for a few seconds to heat thoroughly	___	___
14. Reversed the movement by unrolling the hair from the irons	___	___
15. Brought the hair back to its first position	___	___
16. Opened the irons with little finger and placed the irons just below the ridge by swinging the rod of the irons toward self and closing them	___	___
17. Kept irons still while directing the hair with the comb toward the left about 1"; formed a half-circle into the hair	___	___
18. Rolled irons one-half turn forward without opening the irons	___	___
19. Slid irons down approximately 1"	___	___
20. Began right-going wave by directing hair in opposite direction as the left-going wave	___	___
21. Completed entire head as pre-planned by joining and matching the waves	___	___
22. Styled hair	___	___
23. Sprayed hair lightly to hold set	___	___
24. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Waved entire head correctly	4	3	2	1
Matched all sections of head properly	4	3	2	1
Styled hair	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

CURLING — THERMAL

XV

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with thermal curling to their correct definitions. Write the correct letters in the blanks.

___ 1. The process of re-curling the hair in two to five days; similar to the original process but omitting the shampoo and press

___ 2. Series of waves formed over the whole head using heated thermal curlers

___ 3. Rounded portion of curling irons; also called bowl

___ 4. Crimped or frizzy appearance on the ends or on the strand because the hair was improperly wound on the curling irons

___ 5. Curling creme used on hair to insure a long lasting curl

___ 6. Method of thermal curling the hair by forming a figure eight

___ 7. Process in which heat is used to straighten, curl, or wave the hair temporarily

___ 8. Condition caused when an excessive amount of heat develops an undesired color on the hair

___ 9. Implements used for thermal curling

a. croquignole

b. weft

c. discoloration

d. groove

e. touch-up

f. pressing comb

g. pomade

h. fishhook

i. hairstyle

j. Marcel irons

k. thermal hairstyling

l. Marcel waving

May be photocopied for student use.

___10. Hand-tied or machine woven synthetic or human hair strips used in practice work for thermal press and curl by students

OBJECTIVE 2 **List the advantages and disadvantages of thermal curling.** Write five advantages and disadvantages in the space provided.

Advantages

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Disadvantages

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

May be photocopied for student use

4. ____

____

5. ____

____

OBJECTIVE 3

Select from a list safety precautions to observe while thermal curling. Write an "X" in the space before each correct answer.

___ 1. Wet hair holds a curl longer.

___ 2. Avoid curling hair that is not clean.

___ 3. Use lots of curling creme.

___ 4. Use ear guards to prevent burns.

___ 5. Protect the skin with a towel when curling close to the scalp.

___ 6. Thermal curlers should be very hot.

___ 7. It is not necessary to test thermal curlers before using.

___ 8. Use a rubber comb to avoid burning the scalp.

___ 9. When using a gas heater, make sure it is open, ventilated, and working properly.

___10. Do not administer first-aid to minor burns that occur from thermal curling.

___11. Thermal curlers work better when there is a carbon coating.

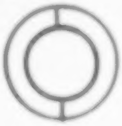
___12. Thermal curlers should be tested on a white tissue, neckstrip, or towel.

OBJECTIVE 4

Identify various sizes of thermal curlers. Write the correct sizes in the blanks.

Alphabetical

___ 1.



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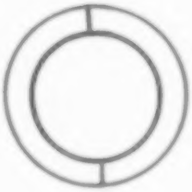

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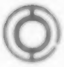

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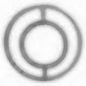

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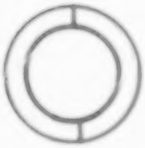

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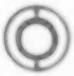

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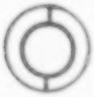

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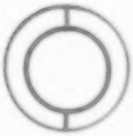

Monetary

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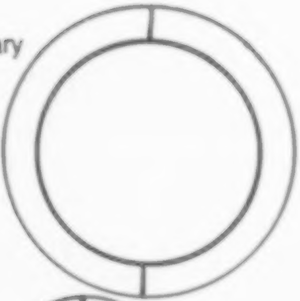

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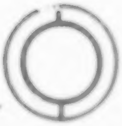

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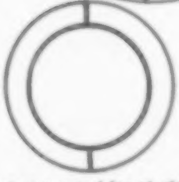

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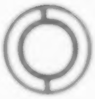

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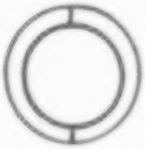
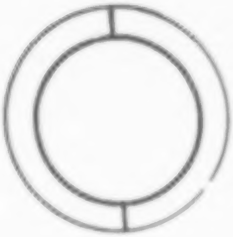
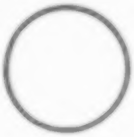
___ 5. 

___ 6. 

Measurement

___ 1. 

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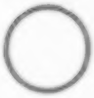
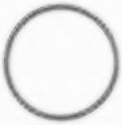
___ 3. 

___ 4. 

NOTE: Objectives 5 and 6 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

CURLING — THERMAL XV

OBJECTIVE 1

1. e
2. l
3. d
4. h
5. g
6. a
7. k
8. c
9. j
10. b

OBJECTIVE 2

Advantages

Answers should include any five of the following:

- Thermal curling makes hair more manageable and easier to style.
- Thermal curling reduces the amount of chemical damage to skin and hair.
- Thermal curls are easily reverted.
- Thermal curls can be loose or tight.
- Thermal curls may receive a touch-up without serious damage.
- Thermal curling leaves the hair silky and soft with a glossy sheen.

Disadvantages

Answers should include any five of the following:

- Too much heat can friz, scorch, or burn hair.
- Lightened, tinted, or gray hair may become discolored when thermal curled.
- Thermal curlers may damage chemically treated hair.
- Fishhooks may prevent proper styling.

- Certain hair lengths are laborious to curl.
- Fine and coarse hair textures may be stubborn.

OBJECTIVE 3 2, 4, 5, 8, 9, 12

OBJECTIVE 4 **Alphabetical**

1. G
2. L
3. A
4. C
5. K
6. B
7. D
8. H

Monetary

1. Half dollar
2. Mil
3. Nickel
4. Mini
5. Dime
6. Quarter

Measurement

1. 1"
2. ⅜"
3. ¼"
4. ½"

OBJECTIVE SHEET

DEFINING THE THEORY OF PERMANENT WAVING

XVI

INTRODUCTION

Permanent waving is one of the most popular services offered by the cosmetologist. You must learn to analyze the hair and scalp in order to select the proper permanent solution and rod size for your client. As a cosmetologist, your mastery of permanent waving skills will greatly affect the success of your business and can increase your number of clients.

UNIT OBJECTIVE

After completing this unit, the student will know the chemical and physical agents of waving solution, and the safety precautions to observe when giving a permanent wave. The student will show these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with permanent waving to their correct definitions.
2. Match terms associated with scalp and hair analysis to their correct definitions.
3. Choose the word or phrase to complete statements about chemical and physical agents involved in permanent waving.
4. List factors that affect permanent waving.
5. List safety precautions necessary for permanent waving.
6. Describe implements and supplies used in permanent waving.
7. Select the proper rod size. (Assignment Sheet 1)
8. Analyze case studies. (Assignment Sheet 2)

SUGGESTED ACTIVITIES

DEFINING THE THEORY OF PERMANENT WAVING

XVI

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a product representative to talk about different types of perms and rods and how they work.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all supplies necessary to complete assignment sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with permanent waving to their correct definitions.
Objective 2: Match terms associated with scalp and hair analysis to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Have students analyze each other's scalp and hair.
- Have students do a porosity and elasticity test on each other.

Objective 3: Choose the word or phrase to complete statements about chemical and physical agents involved in permanent waving.

- Perm a mannequin in class and explain the difference between chemical and physical agents.

- Show pictures of different perms and explain what type of perm has been used.
- Explain pH scale to students.
- Use Transparency Master 1.

Objective 4: List factors that affect permanent waving.
Objective 5: List safety precautions necessary for permanent waving.
Objective 6: Describe implements and supplies used in permanent waving.

- Explain why different factors affect permanent waving.
- Explain what can happen if perm solution gets on the skin or in the eyes.
- Explain why it is important to observe safety precautions.
- Show all the different perm rods and the effects they have on hair.
- Bring samples of permanents to class and explain the differences between them.
- Use Transparency Master 2.
- Have students complete the activity sheet.

APPLICATION

Objective 7: Select the proper rod size.

- Have students complete Assignment Sheet 1.
- Use Transparency Master 2.
- Have sample rods available for students to evaluate sizes, shapes, etc.

Objective 8: Analyze case studies.

- Have students create their own case studies and let the class analyze the situations as a group.
- Have students complete Assignment Sheet 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive, P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive, P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

DEFINING THE THEORY OF PERMANENT WAVING

XVI

OBJECTIVE 1 **Match terms associated with permanent waving to their correct definitions.**

- **analysis** — procedure by which hair is examined before a service to determine the condition
- **end papers** — small rectangular tissues placed on the ends of the hair to help control and prevent fishhooks
- **machine permanent** — device which requires electricity to heat clamps that are clipped to permanent rods
- **neutralizer** — fixative or stabilizer that reconnects or rehardens the bonds of the hair into a new position
- **permanent wave** — permanent curl applied to the hair

  NOTE: A permanent wave may also be called cold waving, acid waving, or neutral waving.

- **process** — time required for the permanent wave solution to soften the cuticle and penetrate the hair shaft to break the bonds which make up the hair structure
- **tension** — act of stretching or placing stress on the hair

OBJECTIVE 2 **Match terms associated with scalp and hair analysis to their correct definitions.**

- **chemical bond** — protein-type bond which is broken and reformed chemically during permanent waving
- **cortex** — largest layer of hair; contains coloring pigment
- **cuticle** — outer protective layer of hair which contains one or more layers

- **extreme porosity** — condition of overly damaged hair; will absorb permanent wave solution very quickly

  NOTE: A permanent wave solution should be chosen which will not cause further damage to the hair.

- **good porosity** — condition of the hair when the cuticle layer is slightly raised from the hair shaft

  NOTE: Hair with good porosity will absorb liquids or chemicals in average time.

- **hair density** — the amount of hair per square inch on the scalp

- **hair elasticity** — the hair's ability to stretch and return to original length without breaking

  NOTE: Without elasticity there will be no curl in the hair. Hair that is over 6 inches long may require more than one rod or alternative wrapping techniques may be needed, depending on the degree of curl desired

- **hair porosity** — condition of the hair which determines the ability of the hair to absorb liquids

  NOTE: Processing time depends on hair porosity more than on any other factor.

- **hair shaft** — portion of the hair from the scalp outward

- **hair texture** — coarse, fine, or medium thickness of hair shaft

  NOTE: Fine hair will absorb faster than coarse hair, if both are equal in porosity.

- **medulla** — innermost layer of the hair which contains soft keratin

  NOTE: Some heads of hair do not contain medulla.

- **moderate porosity** — normal hair; less porous than hair with good porosity

- **over-porous hair** — over-processed hair caused from a chemical treatment

- **over-processed hair** — hair which appears dull, frizzy, and dry; hair lacks elasticity and will appear curly when wet and straight when dry; does not hold a curl

  NOTE: Hair becomes over-processed if solution has been left on the hair too long or if neutralizer has been improperly applied.

- **poor elasticity** — the condition of hair that is limp, spongy, and tangles easily

- **poor porosity** — condition of the hair when the cuticle layer lies close to the hair shaft

  NOTE: Poor porosity yields resistant hair which absorbs slowly and requires longer time to process.

- **preconditioning** — service for hair that is damaged and needs to be conditioned before permanent waving

- **under-processed hair** — condition of hair in which wet or dry hair appears weak and limp with little or no curl and hair will not hold curl

OBJECTIVE 3

Choose the word or phrase to complete statements about chemical and physical agents involved in permanent waving.

CHEMICAL AGENTS

- **acid wave** — mild wave solution pH 5.8-6.8

  NOTE: Some acid waves and neutral waves need heat in order to curl. Heat from a hair dryer or chemical heat is required.

- **alkaline** — solution with a pH of 8.5-9.5; thioglycolic acid

  NOTE: Low pH waves are called acid because they measure closer to the acid range on the pH scale. The same holds true for the alkaline wave, it measures closer to the alkaline range.

- **amino acids** — organic building blocks of the protein molecule

- **average solution** — for normal, healthy hair

- **chemical action** — processing and neutralizing
- **chemical heat** — chemical activator added to the waving solution to produce a heating action
- **cystine bond** — amino acid-formed protein which produces cross bonds in the hair
- **extra mild solution** — solution for lightened hair

  NOTE: Be sure and follow manufacturer's directions for strength of solution.

- **mild solution** — solution used on damaged, porous, or tinted hair
- **neutral wave** — mild wave solution with a pH of 4.5-5.7
- **neutralizer** — solution which causes the hair to harden and shrink reforming the chemical bonds, locking hair in its new form, and stopping the permanent wave action

  NOTE: Neutralizer is a fixative which contains either sodium bromate or 2% hydrogen peroxide which oxidizes the permanent wave solution.

- **permanent wave solution** — causes the hair to soften and swell which breaks the chemical bonds in the cortex layer and allows the hair to take the shape of the curling rod
- **self-timing permanent wave** — manufacturer does not recommend a test curl
- **strong solution** — solution for resistant hair
- **thioglycolic acid (thio)** — main chemical found in permanent wave solution
- **waving lotion** — liquid that makes the hair shaft soften and expand

PHYSICAL AGENTS

- **body wave** — strong curl on a large rod, not an underprocessed curl

- **curl off base** — hair strand is held in a semi-downward position; curling rod will rest off base
- **curl on base** — hair strand is held in a semi-upward position; curling rod will rest on base
- **curl one-half off base** — hair strand is held straight out from the head; curling rod will rest one-half off base
- **fishhook end** — crimped, frizzy hair ends that can only be removed by cutting
- **physical action** — action of wrapping hair around the rods
- **presaturation** — process of wrapping the hair in waving solution
- **processing time** — amount of time required to soften the hair
- **rod size** — determines the size of the curl
- **sectioning** — dividing hair into uniform sections by using the length of the permanent wave rod as a guide
- **test curl** — used to determine if the curl is ready for the neutralizer
- **tight curl** — a strong curl on small rods

  NOTE: Leaving the permanent wave solution on for longer than necessary will not produce a tighter curl, it will only damage the hair.

OBJECTIVE 4 **List factors that affect permanent waving.**

- Climate
- Medication
- Air conditioning
- Body heat
- Solution strength

- Failure to follow manufacturer's instructions
- Improper saturation of rods
- Humidity
- Condition of hair

OBJECTIVE 5 **List safety precautions necessary for permanent waving.**

- Examine scalp for abrasions before giving a permanent wave.
- Analyze hair before determining strength of solution to be used.

  NOTE: Do not perm hair that has been tinted with a metallic dye.

- Avoid brushing hair before giving a permanent wave.
- Shampoo hair gently, omitting the scalp massage.
- Read manufacturer's directions before giving a permanent wave.
- Apply protective cream around hairline to prevent burns from permanent solution.
- Use a cotton strip around the hairline to protect client from solutions.

  NOTE: Remove cotton strip when saturated to prevent burning.

- Change towel around client's neck to prevent burning.
- Check processing carefully to avoid overprocessing or underprocessing the hair.
- Avoid giving client a permanent and a tint on the same day.
- Obtain information concerning client's last permanent.
- Drape client properly for a permanent wave.

- Have client remove all jewelry.
- Avoid using extreme tension when wrapping hair.

  NOTE: Tension can cause breakage.
- Saturate each curl evenly.
- If waving lotion gets into client's eyes or on the skin, rinse thoroughly with cold water.

OBJECTIVE 6 **Describe implements and supplies used in permanent waving.**

- **concave rod** — creates definite wave pattern close to the head

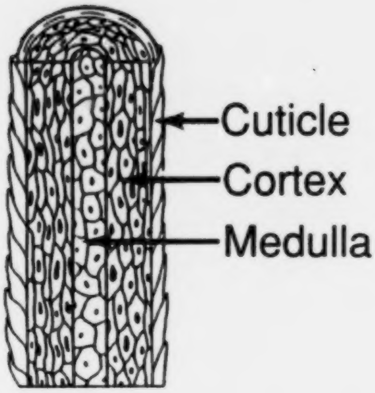
  NOTE: Permanent wave rods come in varying sizes and shapes. The size of the rod determines the size of the wave or curl.
- **cotton coil** — placed around hairline to prevent solution from dripping on the client
- **end papers** — help control hair while rolling on the rods
- **medium rod** — gives soft, medium curl to average length hair

  NOTE: A softer curl results when hair is wrapped 2½ to 3 ½ turns around rod.
- **straight rod** — creates same size curl pattern throughout the hair strand
- **thick rod** — gives body to hair that is six inches long or longer

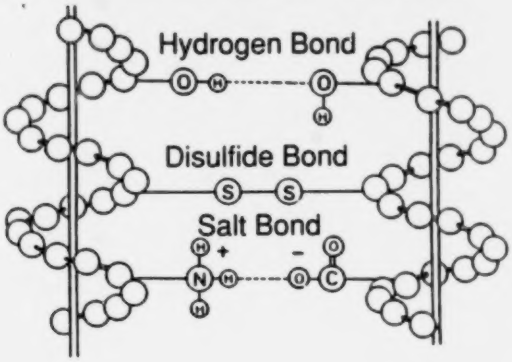
  NOTE: Hair should wrap around rod 1½ to 2½ turns to obtain body.
- **thin rod** — produces tighter curl on short hair

  NOTE: Hair should wrap 3¾ turns for a firm curl on thin rods.
- **timer** — a clock that has an alarm

Structure of the Hair


Cuticle
Cortex
Medulla

Chemical Bonds


Hydrogen Bond
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Disulfide Bond
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Salt Bond
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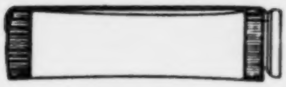
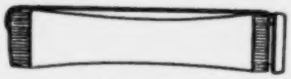
Permanent Wave Rods



Thick



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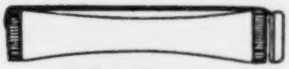

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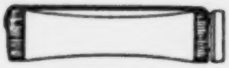

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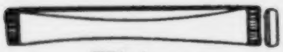
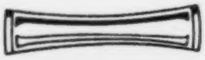
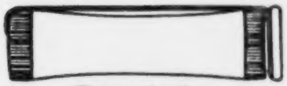


Thin

Extra Short



Concave



Straight

ACTIVITY SHEET 1

Development of:
WRITING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why writing and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  WRITING SKILLS

  — Completing forms and records

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

- If students have difficulty completing forms and records:

  — Examine the structure of the forms being used.

  — Stress the importance of accurate, legible records.

  — Discuss the importance of reviewing previous client records before completing a procedure.

- If students have difficulty mastering a specific job task/procedure:

  — Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  — Suggest they study each component of the procedure to determine which area is causing difficulty.

  — Review the entire procedure.

  — Team them with proficient students or professionals to practice the procedure.

ACTIVITY SHEET 1

DEFINING THE THEORY OF PERMANENT WAVING

XVI

Name ______________________ Score ________

Complete a Permanent Wave Record Card.

INTRODUCTION

The cosmetologist should keep proper records of client services. Records insure more accurate services for clients, prevent delays, and provide more professional treatments.

DIRECTIONS

Complete the record card which follows with information from one of your previous clients. Please print, fill in all spaces, and use a pencil for changes that occur.

Functional Writing Skills
- Complete forms and records

Job Acquisition/ Development Skills
- Master specific job task/procedure

Permanent Wave Record Card

Client's Name ______________________ Date ____________

Address ______________________

Scalp and Hair Analysis ______________________

Abrasions ______________________

Elasticity ______________________

Porosity ______________________

Texture ______________________

Condition ______________________

Type of Hair (curly, straight, wavy) ____________

Hair Length ______________________

Hair Length Requested ______________________

Type of Curl Requested ______________________

Rod Size ______________________

Telephone Number ______________________

Processing Time ______________________

Neutralizer Time ______________________

Special Problems ______________________

____

____

____

Client's Remarks ______________________

____

____

____

Operator's Signature

ASSIGNMENT SHEET 1

Development of:
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce the assignment to the students by discussing why creative thinking/problem solving skills are important.
- Discuss with them the following skills which are relevant to this task:

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Analyzing/synthesizing information

  — Drawing conclusions

- If students have difficulty analyzing/synthesizing information:

  — Remind them that to analyze they must break the information down into all its component parts in order to understand it.

  — Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.

  — Have them relate the present situation to their own experience with hair length, type of curl, and curler size.

- If students have difficulty drawing conclusions direct them to examine the collected data and look for patterns, or to visualize the process and outcome.

ASSIGNMENT SHEET 2

Development of:
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce the assignment to the students by discussing why creative thinking/problem solving skills are important.
- Discuss with them the following skills which are relevant to this task:

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Analyzing/synthesizing information

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

ASSIGNMENT SHEET 1

DEFINING THE THEORY OF PERMANENT WAVING

XVI

Name ______________________________ Score __________

OBJECTIVE 7 **Select the proper rod size.**

DIRECTIONS Use information found in Objective 6 to determine rod size. Write your answer in the space provided.

Cognitive Activity Skills
- Analyze/synthesize information
- Draw conclusions

1. Katherine wants a very tight curl in her hair. What size rod should be used?

   ____

2. Leslie wants only body with no curl. What size rod should be used?

   ____

3. Sue wants more curl than body, but not a tight curl. What size rod should be used?

   ____

4. Marla has short hair and she only wants body. What size rod should be used?

   ____

5. Debbie's hair is 3" on top and layered out to 5" in back. She wants to wear her hair curly. What size rod should be used?

   ____

6. Joe's hair is 6" all over his head and very fine. He wants his hair to have body. What size rod should be used?

   ____

7. Pat wants her hair very short and curly. What size rod should be used?

____

8. Steve's hair is 3" all over his head and he wants to wear soft curls. What rod size should be used?

____

ASSIGNMENT SHEET 2

DEFINING THE THEORY OF PERMANENT WAVING

XVI

Name ______________________________ Score __________

OBJECTIVE 8 **Analyze case studies.**

DIRECTIONS Analyze the following situations and determine the type of permanent wave solutions to use. Circle the correct answer.

Cognitive Activity Skills
- Analyze/synthesize information

1. Andrea has overlightened her hair. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

2. Pauline has very resistant hair. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

3. Gayla has tint on her hair. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

4. Linna has normal hair. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

5. Sara's hair is very gray and does not curl very well. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

6. Janet's hair is fine and tinted. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

7. Richard has thick, porous hair. When giving him a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

8. Caren has very healthy hair. When giving her a perm, you should use a (an)

   a. average solution
   b. mild solution
   c. extra mild solution
   d. strong solution

ASSIGNMENT ANSWERS

DEFINING THE THEORY OF PERMANENT WAVING

XVI

ASSIGNMENT SHEET 1

1. Thin
2. Thick
3. Medium
4. Thick
5. Medium
6. Thick
7. Thin
8. Medium

ASSIGNMENT SHEET 2

1. c
2. d
3. b
4. a
5. d
6. b
7. b
8. a

WRITTEN TEST

DEFINING THE THEORY OF PERMANENT WAVING

XVI

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with permanent waving to their correct definitions. Write the correct letters in the blanks.

___ 1. Act of stretching or placing stress on the hair

___ 2. Permanent curl applied to the hair

___ 3. Procedure by which hair is examined before a service to determine the condition

___ 4. Fixative or stabilizer that reconnects or rehardens the bonds of the hair into a new position

___ 5. Time required for the permanent wave solution to soften the cuticle and penetrate the hair shaft to break the bonds which make up the hair structure

___ 6. Small rectangular tissues placed on the ends of the hair to help control and prevent fishhooks

___ 7. Device which requires electricity to heat clamps that are clipped to permanent rods

a. analysis

b. end papers

c. machine permanent

d. neutralizer

e. permanent wave

f. process

g. tension

May be photocopied for student use.

OBJECTIVE 2

Match terms associated with scalp and hair analysis to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Condition of the hair when the cuticle layer is slightly raised from the hair shaft

___ 2. Outer protective layer of hair which contains one or more layers

___ 3. Condition of hair in which wet or dry hair appears weak and limp with little or no curl and hair will not hold curl

___ 4. Condition of the hair when the cuticle layer lies close to the hair shaft

___ 5. Protein-type bond which is broken and reformed chemically during permanent waving

___ 6. Condition of overly damaged hair; will absorb the solution very quickly

___ 7. Largest layer of hair; contains coloring pigment

___ 8. The amount of hair per square inch on the scalp

___ 9. Over-processed hair caused from a chemical treatment

___10. Portion of the hair from the scalp outward

a. chemical bond

b. cortex

c. cuticle

d. extreme porosity

e. good porosity

f. hair density

g. over-porous hair

h. poor porosity

i. underprocessed hair

j. hair shaft

May be photocopied for student use.

PART II

___ 1. Condition of hair that is limp, spongy, and tangles easily

___ 2. Service for hair that is damaged and needs to be conditioned before permanent waving

___ 3. Innermost layer of the hair which contains soft keratin

___ 4. Hair appears dull, frizzy, and dry; hair lacks elasticity and will appear curly when wet and straight when dry; does not hold a curl

___ 5. Normal hair; less porous than hair with good porosity

___ 6. Coarse, fine, or medium thickness of hair shaft

___ 7. Condition of the hair which determines the ability of the hair to absorb liquids

___ 8. The hair's ability to stretch and return to original length without breaking

a. hair texture

b. medulla

c. moderate porosity

d. hair elasticity

e. over-processed hair

f. poor elasticity

g. preconditioning

h. hair porosity

May be photocopied for student use.

OBJECTIVE 3

Choose the word or phrase to complete statements about chemical and physical agents involved in permanent waving. Write the correct letters in the blanks.

1. An acid wave has a pH of ___________

   a. 5.8 - 6.8
   b. 4.5 - 5.7
   c. 7.6 - 8.4
   d. 8.5 - 9.5

2. An alkaline wave has a pH of ___________

   a. 0 - 3.5
   b. 4.5 - 5.7
   c. 5.8 - 6.8
   d. 8.5 - 9.5

3. The main chemical found in permanent wave solution is ___________

   a. neutral acid
   b. alkaline acid
   c. chemical acid
   d. thioglycolic acid

4. The organic building blocks of the protein molecules are called ___________

   a. neutrons
   b. amino acids
   c. cystine acids
   d. electrons

5. The solution which causes the hair to soften and swell and allows the hair to take the shape of the curling rod is ___________

   a. permanent wave solution
   b. neutralizing solution
   c. chemical solution
   d. fixative solution

May be photocopied for student use.

6. The chemical solution which causes the hair to harden and stops the action on the rods is the ____________

   a. permanent
   b. neutralizer
   c. fixative
   d. water

7. Crimped, frizzy hair ends that can only be removed by cutting are ____________

   a. fishhook ends
   b. bent ends
   c. chemical ends
   d. neutralizer ends

8. The factor which determines the size of the curl is the ____________.

   a. time solution is left on
   b. neutralizer
   c. rod size
   d. waving solution

9. Average solution is used on ____________

   a. children's hair
   b. normal, healthy hair
   c. brunette hair
   d. overprocessed hair

10. A strong curl on a large rod, not an underprocessed curl is called a ____________

    a. body wave
    b. loose curl
    c. tight curl
    d. acid wave

11. Processing and neutralizing are ____________

    a. physical actions
    b. neutral actions
    c. chemical heat processes
    d. chemical actions

May be photocopied for student use.

12. Adding an activator chemical to the waving lotions produces ____________

    a. chemical cooling
    b. chemical heat
    c. physical actions
    d. an odor

13. Type of curl in which hair strand is held in a semi-upward position with the curling rod resting on base is called a ____________

    a. curl off base
    b. curl one-half off base
    c. curl on base
    d. curl one-half on base

14. Type of curl in which the hair strand is held in a semi-downward position with the curling rod resting off base is called a ____________

    a. curl off base
    b. curl one-half off base
    c. curl on base
    d. curl one-half on base

15. Type of curl in which the hair strand is held straight out with the curling rod resting one-half off base is a ____________

    a. curl off base
    b. curl one-half off base
    c. curl on base
    d. curl one-half on base

16. The amino acid formed protein which produces cross bonds in the hair is called ____________

    a. cross bond
    b. x-bond
    c. cystine bond
    d. crystaline bond

May be photocopied for student use.

17. The solution used on lightened hair is ____________

    a. extra mild solution
    b. mild solution
    c. neutralizer
    d. alkaline

18. A strong curl on small rods is called a ____________

    a. light curl
    b. body wave
    c. loose curl
    d. tight curl

19. The solution used for damaged, porous, or tinted hair is ____________

    a. extra mild solution
    b. mild solution
    c. neutralizer
    d. alkaline

20. Neutral wave solution is a mild wave solution with a pH of ____________

    a. 0 - 3.5
    b. 4.5 - 5.7
    c. 5.8 - 6.8
    d. 8.5 - 9.5

21. Wrapping hair around the rods is a ____________

    a. physical action
    b. neutral action
    c. chemical heat process
    d. chemical action

22. The process of wrapping the hair in waving solution is ____________

    a. resaturation
    b. presaturation
    c. wet process
    d. always necessary

May be photocopied for student use.

23. The amount of the time required to soften the hair is called ____________

a. softening time
b. overtime
c. processing time
d. preparation time

24. Dividing hair into uniform sections by using the length of the permanent wave rod is called ____________

a. dividing
b. sectioning
c. combing
d. marking

25. The type of permanent in which the manufacturer does not recommend a test curl is called a ____________

a. guaranteed permanent wave
b. body wave
c. self-timing permanent wave
d. loose-curl wave

26. The solution used for resistant hair is a ____________

a. mild solution
b. harsh solution
c. neutral solution
d. strong solution

27. To determine if the curl is ready for the neutralizer you check a ____________

a. timer
b. test strip
c. test kit
d. test curl

May be photocopied for student use.

28. The liquid that makes the hair shaft soften and expand is known as ____________

a. waving lotion
b. alkaline
c. neutralizer
d. setting lotion

OBJECTIVE 4

List factors that affect permanent waving. List seven factors in the space below.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

OBJECTIVE 5

List safety precautions necessary for permanent waving. List twelve precautions below.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

May be photocopied for student use.

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

OBJECTIVE 6

Describe implements and supplies used in permanent waving.
Write your definition in the space provided.

1. Concave rod ______________________________
2. Cotton coil ______________________________
3. End papers ______________________________
4. Medium rod ______________________________
5. Straight rod ______________________________
6. Thick rod ______________________________
7. Thin rod ______________________________
8. Timer ______________________________

May be photocopied for student use.

NOTE: Objectives 7 and 8 are evaluated on assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

DEFINING THE THEORY OF PERMANENT WAVING

XVI

OBJECTIVE 1

1. g
2. e
3. a
4. d
5. f
6. b
7. c

OBJECTIVE 2

PART I

1. e
2. c
3. i
4. h
5. a
6. d
7. b
8. f
9. g
10. j

PART II

1. f
2. g
3. b.
4. e
5. c
6. a
7. h
8. d

OBJECTIVE 3

1. a
2. d
3. d
4. b
5. a
6. b
7. a
8. c
9. b
10. a
11. d
12. b
13. c
14. a
15. b
16. c
17. a
18. d
19. b
20. b
21. a
22. b
23. c
24. b
25. c
26. d
27. d
28. a

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OBJECTIVE 4

Answer should include any seven of the following:

- Climate
- Medication
- Air conditioning
- Body heat
- Solution strength
- Failure to follow manufacturer's instructions
- Improper saturation of rods
- Humidity
- Condition of hair

OBJECTIVE 5

Answer should include any twelve of the following:

- Examine scalp for abrasions before giving a permanent wave.
- Analyze hair before determining strength of solution to be used.
- Avoid brushing hair before giving a permanent wave.
- Shampoo hair gently, omitting the scalp massage.
- Read manufacturer's directions before giving a permanent wave.
- Apply protective cream around hairline to prevent burns from permanent solution.
- Use a cotton strip around the hairline to protect the client from solutions.
- Change towel around client's neck to prevent burning.
- Check processing carefully to avoid overprocessing or underprocessing the hair.

- Avoid giving client a permanent and a tint on the same day.
- Obtain information concerning client's last permanent.
- Drape client properly for a permanent wave.
- Have client remove all jewelry.
- Avoid using extreme tension when wrapping hair.
- Saturate each curl evenly.
- If waving lotion gets into client's eyes or on the skin, rinse thoroughly with cold water.

OBJECTIVE 6

1. concave rod — creates definite wave pattern close to the head
2. cotton coil — placed around hairline to prevent solution from dripping on the client
3. end papers — help control hair while rolling on the rods
4. medium rod — gives soft, medium curl to average length hair
5. straight rod — creates same size curl pattern throughout the hair strand
6. thick rod — gives body to hair that is six inches long or longer
7. thin rod — produces tighter curl on short hair
8. timer — a clock that has an alarm

OBJECTIVE SHEET

GIVING A BASIC PERMANENT WAVE

XVII

INTRODUCTION

Permanent waving is one of the most important services provided by a cosmetologist. There are several aspects of permanent waving which must be understood before performing this service. The size of the curl which the client will receive depends upon the size and number of rods used as well as the length of the client's hair. A thorough understanding of and skill in sectioning and wrapping procedures will also assist the stylist in giving the client a good permanent wave.

UNIT OBJECTIVE

After completing this unit, the student will be able to complete a permanent wave and perform different permanent wave wraps. The student will show these competencies by completing an assignment sheet, job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with basic permanent waving to their correct definitions.
2. Define different types of wraps.
3. Identify different types of blocking and sectioning.
4. Determine types of wraps. (Assignment Sheet 1)
5. Section for a basic permanent wave. (Job Sheet 1)
6. Wrap for a basic permanent wave. (Job Sheet 2)
7. Give a permanent wave. (Job Sheet 3)
8. Wrap for a piggyback permanent wave. (Job Sheet 4)
9. Wrap for a stacked permanent wave. (Job Sheet 5)
10. Perform a double process curl. (Job Sheet 6)

SUGGESTED ACTIVITIES

GIVING A BASIC PERMANENT WAVE

XVII

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a product representative to present information about the different types of permanent waves available.
  - Invite professional cosmetologists who specialize in permanent waving to speak to the class.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in permanent waves.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with basic permanent waving to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Define different types of wraps.

- Demonstrate different types of wrapping on mannequins.

- Let students experiment using different wrapping techniques on mannequins.
- Use Transparency Master 1 to illustrate some types of wraps.

Objective 3: Identify different types of blocking and sectioning.

- Have students practice blocking and sectioning methods on mannequins and on each other.

Objective 4: Determine types of wraps.

- Have students complete Assignment Sheet 1.
- Have students break into groups and wrap and perm mannequins, using at least three types of wraps on each mannequin. Have groups exchange mannequins before answering the assignment sheet questions.

APPLICATION

Objective 5: Section for a basic permanent wave.
Objective 6: Wrap for a basic permanent wave.
Objective 7: Give a permanent wave.
Objective 8: Wrap for a piggyback permanent wave.
Objective 9: Wrap for a stacked permanent wave.
Objective 10: Perform a double process curl.

- Have a manufacturer's representative discuss different perms and processing methods.
- Explain the processing and neutralizing of permanent waves.
- Have students actually perform piggyback and stacked permanents on mannequins and evaluate the results of the perm.
- Have students complete Job Sheets 1-6.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Permanent Waving Package* available in VHS format. Includes four VHS color tapes. The four titles are:

  Introduction to Permanent Waving, 1988, 15 min.
  Preparation for Permanent Waving, 1984, 9 min.
  Procedure for Permanent Waving, 1984, 9 min.
  Permanent Wave Blocking Patterns, 1984, 7 min.

  NOTE: These videos are available to Oklahoma instructors on a free-loan basis. Oklahoma instructors may order these videos from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

  Out-of-state instructors may order these videos from Milady Publishing Company, Box 12519, Albany, NY 12212 or call 1-800-836-5239.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive P., et. al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET | *GIVING A BASIC PERMANENT WAVE* | *XVII*

OBJECTIVE 1

Match terms associated with basic permanent waving to their correct definitions.

- **acid wave** — permanent wave which has a pH of 5.8-7.9; require heat to soften and expand the hair
- **ammonium thioglycolate** — main ingredient in chemical waving lotion
- **body wave** — loose permanent that gives the hair body without curl
- **chemical heat** — heat which occurs when an activator is added to the waving solution
- **cold wave** — permanent that does not require heat to curl the hair

  NOTE: There are three strengths of cold waving lotion:

  - resistant — for strong, nonporous hair
  - normal — for hair with good porosity
  - mild — for color-treated or damaged hair

- **fishhook ends** — permanent creases or bends in the hair which occur if end papers are not smoothly applied to the ends of the hair

  NOTE: Cutting off the ends is the only way to correct this problem.

- **hair analysis** — assessment of the texture, porosity, elasticity, length, and condition of the hair; affects the success of the permanent wave
- **neutralizer** — fixative or stabilizer that reconnects or rehardens the bonds of the hair into a new position
- **overprocessed** — when hair is wet, a distinct wave pattern can be seen; when it is dry, it will not hold curl and the ends are frizzy

- **permanent wave card** — record which is kept on file and contains information about how a client's hair has responded to specific permanent waves in the past
- **processing** — complete permanent waving procedure from wrapping to rinsing
- **s-shape** — pattern to look for in a test curl; helps determine if the permanent is processed
- **scalp analysis** — examination of the scalp for cuts, abrasions, or any sign of disease
- **test curl** — a curl that is unwrapped 1½ turns, without tension, to determine if the permanent is processed
- **underprocessed** — hair has a slight wave pattern when wet but returns to a straight pattern when dry
- **waving lotion** — softens the hair
- **wrapping** — procedure by which the hair is wound around the rod and toward the scalp

OBJECTIVE 2 **Define different types of wraps.**

Several factors can determine the type of wrap used for a permanent. These include the length of the hair to be permed and the style which is chosen. The following wraps may be used to achieve many different effects.

- **book wrap** — an endpaper folded in half and placed over the strand of hair
- **direction wrap** — hair is wrapped in the direction it is to be styled; recommended for short hair
- **double flat wrap** — uses two end papers, one on top of the hair strand and the other underneath the hair strand
- **end wrap** — curls only the ends of the hair; used only on long hair when the client does not want to have the top and crown curled

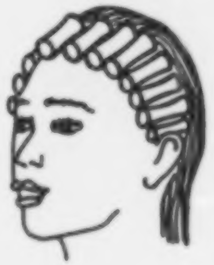
- **piggyback wrap** — use of two rods on the same strand of hair; used on long hair to give a uniform curl from scalp to ends
- **ponytail wrap** — procedure in which long hair is divided into several ponytails, which are divided into small sections and wrapped

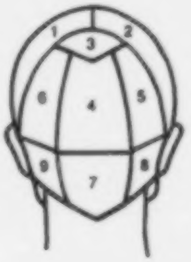
  NOTE: Keep solution away from the band holding the ponytail. If the solution comes in contact with band and hair, it could cause breakage.
- **single flat wrap** — one end paper placed on the top of the hair strand and wrapped
- **spiral wrap** — wrap which uses a special spiral rod on one length hair; leaves the effect of a spiral curl
- **stack wrap** — rods are stacked on each other while being held in place by plastic or wooden sticks; crown is left smooth; one length hair is recommended

OBJECTIVE 3 **Identify different types of blocking and sectioning.**

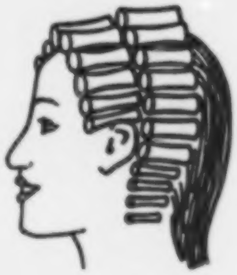
There are four basic sectioning patterns for the head. No one sectioning pattern will fit all heads. The size and contour of the head should be considered when sectioning.

- **single halo pattern (horseshoe)** — Part hair in the middle, section sides ½" shorter than length of rod, slightly behind the ear; make a pie shape in the crown, then make six sections in back.

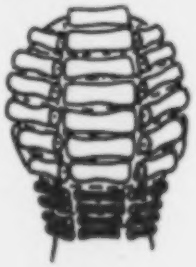




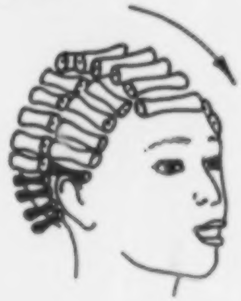
- **double halo pattern (horseshoe)** — Part hair in the middle; section sides ½" shorter than length of rod, slightly behind the ear; measure for sections 3 and 4 which are curved to follow the contour of the head; part down from section 5 to reach the nape area.



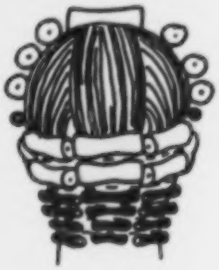
- **straight back pattern** — Comb the hair straight back; use your permanent rod for measuring the sections; section top to the crown area; section the sides and the back in six sections; wrap at least three rods forward in the front top section to help prevent a strain on the hairline.



- **straight forward pattern** — Used to create bangs and for larger than average head sizes; section top to the crown area; section sides; section the back in three sections; wrap the front top section forward.

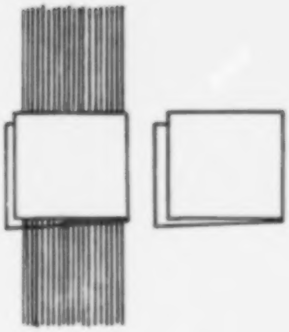


- **dropped crown pattern** — Section the dropped crown pattern the same way you do a straight back pattern, except in the back you roll only the hair ends; usually recommended for long hair; crown area is left smooth.

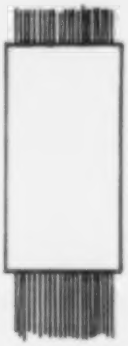


TM 1

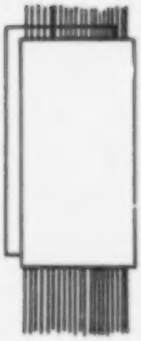
Types of End Paper Wraps



Book



Single



Double

ASSIGNMENT SHEET 1

Development of:
WRITING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Introduce the assignment to the students by discussing why writing and creative thinking/problem solving skills are important.

- Discuss with them the following skills which are relevant to this task:

  WRITING SKILLS

  - Using standard grammar, spelling, and capitalization
  - Stating ideas clearly
  - Using complete sentences

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Identifying critical elements/issues
  - Analyzing/synthesizing information
  - Transferring knowledge/training to new situations

- If students have difficulty using standard grammar, spelling, and capitalization:

  - Review basic grammar skills.
  - Review rules for using capitals.
  - Encourage them to use a dictionary to check the spelling of any words of which they are uncertain.
  - Discuss the importance of being able to communicate by the written word.

- If students have difficulty stating ideas clearly:
    - Suggest they have their thoughts organized before they begin writing.
    - Review the information noting the key words and ideas.
    - Discuss the importance of stating the ideas clearly.
    - Instruct them to use simple, concise words.
- If students have difficulty using complete sentences, remind them to check for a subject and a verb (that is singular or plural to agree with the subject), and a predicate that follows the verb, if it is needed to complete the idea.
- If students have difficulty identifying critical elements/issues:
    - Instruct them to examine the wraps, wave rods, and hair type carefully, noting key elements and characteristics.
    - Encourage students to compare like factors to like factors and to watch for differences and similarities in each.
    - Refer them to additional sources that describe the elements they should be looking for.
    - Suggest they list the questions they hope to answer.
- If students have difficulty analyzing/synthesizing information:
    - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
    - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.
    - Encourage them to draw on their experience with different types of hair and styles.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

ASSIGNMENT SHEET 1

GIVING A BASIC PERMANENT WAVE

XVII

Name ______________________________ Score __________

OBJECTIVE 4

Determine types of wraps.

Note to Instructor: To complete this assignment sheet, students will need a mannequin that has been permed using at least three different wrapping methods. You may choose to perm a mannequin yourself, let second year students perm the mannequins for skill practice, or let groups of students work together to perm the mannequins.

DIRECTIONS

Language Skills
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition Skills
- Use complete sentences

Cognitive Activity Skills
- Identify critical elements/issues
- Analyze/synthesize information
- Transfer knowledge/training to new situations

Examine the mannequins that have been provided for this assignment. Each mannequin will have had at least three different wraps used during the perm process. After examining the mannequin, answer the following questions.

1. What types of wraps were used?

   ____

   ____

   ____

   ____

2. Select two of the wraps and compare and contrast the curl formed using these wraps. How are the curls alike? What makes them alike? How are they different? What makes them different?

   ____

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3. Using the two curls you selected for Question 2, describe the types of hair best suited to each type of wrap. Describe at least two hairstyles that could be styled from each wrap.

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ASSIGNMENT SHEET 1

1. Students should correctly identify at least three wraps used on the display mannequins.

2. Students should compare and contrast wraps used, telling how curls are like and different and what makes them that way.

3. Students should describe types of hair best suited for the wraps selected and identify at least two hair styles suited to each wrap.

JOB SHEET 1

Development of:
READING SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:

  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.

- Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.
- Have students read directions in the text and those accompanying the permanent solution. Have them identify similarities and differences.
- Have students identify those instructions which deal with safety procedures and those which deal with styling procedures.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

JOB SHEETS 2, 4, & 5

Development of:
READING SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1 and Job Sheet 1.

JOB SHEET 3

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions

WRITING SKILLS

- Completing forms and records

ORAL COMMUNICATION SKILLS

- Applying active listening skills
- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
  - Have students refer to records of past customers and use them as models and to draw conclusions.
- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.

  - Suggest that they be ready to listen before beginning the communication.
  - Have students discuss and role play applying communication and active listening skills during the extended period necessary to give a perm.

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1 and Job Sheets 1 and 3.

JOB SHEET 6

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  WRITING SKILLS

  - Completing forms and records

ORAL COMMUNICATION SKILLS

- Applying active listening skills
- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1 and Job Sheets 1 and 3.

JOB SHEET 1

GIVING A BASIC PERMANENT WAVE

XVII

OBJECTIVE 5

Section for a basic permanent wave.

INTRODUCTION

Sectioning forms the basis for a permanent wave. Proper sectioning divides the head into sections slightly narrower than the selected perm rod. The method outlined in this job sheet puts the least amount of strain on hairline hair and is good for a permanent widow's peak or bangs.

IMPLEMENTS AND EQUIPMENT

- Comb
- Clips
- Mannequin or live model
- Towels
- Shampoo cape
- Permanent wave rods

NOTE: For this procedure, you only need one of each size rod which will be used to wrap the head.

SUPPLIES

- Neck strip
- Shampoo

PROCEDURE

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

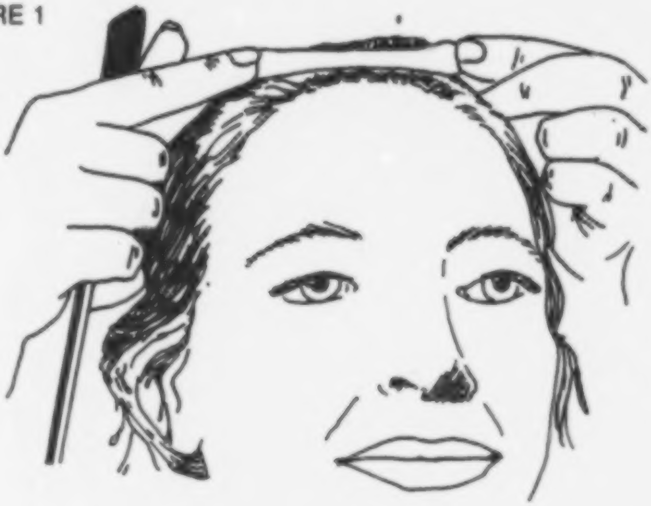
1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Shampoo or wet hair thoroughly.
4. Comb hair free from tangles and straight back away from face.

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

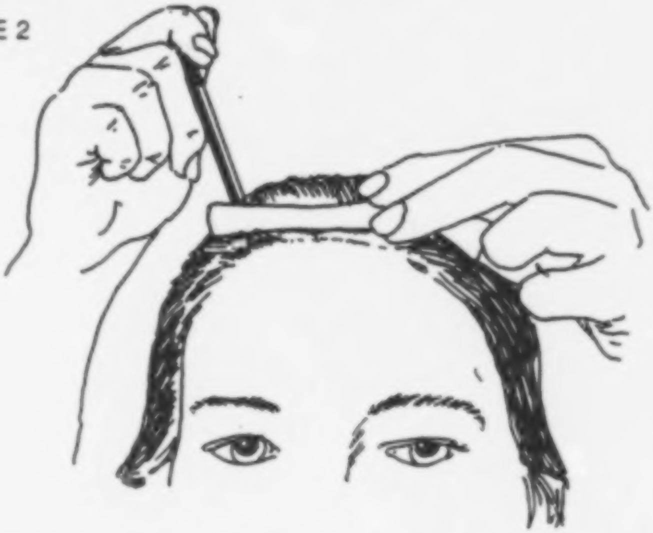
5. Place proper sized rod at the center of the front hairline. (Figure 1)

FIGURE 1



6. Stand behind client and place the comb just inside one corner of the permanent wave rod. (Figure 2)

FIGURE 2

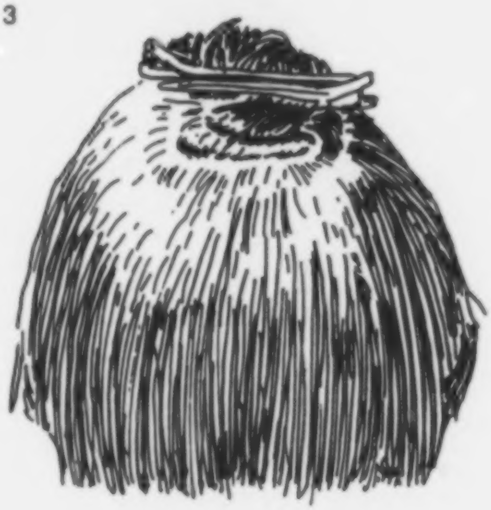


7. Draw comb back toward crown, stopping at the top of the crown.

8. Place comb at the opposite inner corner of the rod and draw the comb back toward the crown, forming two parallel lines.

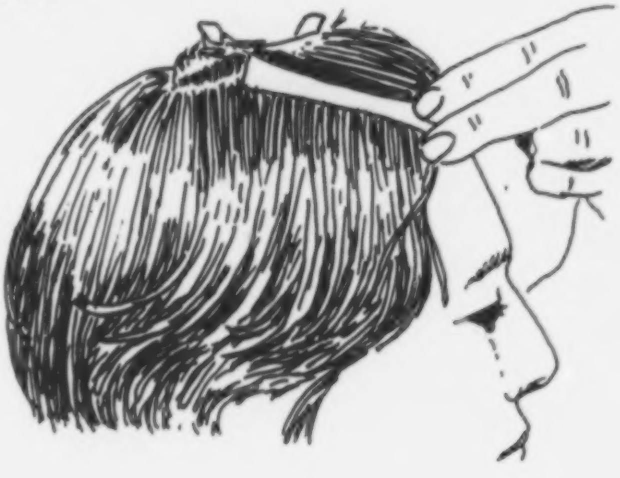
9. Complete the rectangle by closing the ends at the crown; clip section securely. (Figure 3)

FIGURE 3



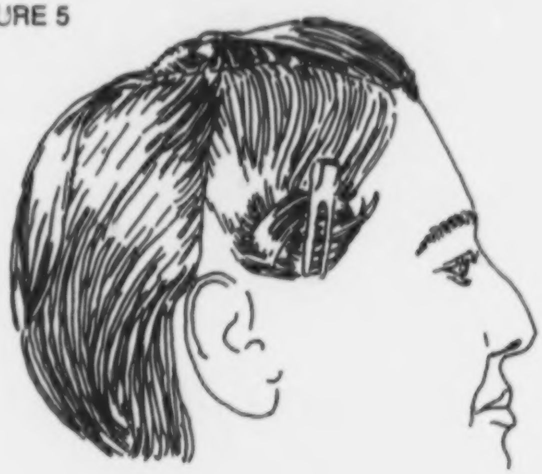
10. Place the rod to be used on the side at the hairline just under the top section. (Figure 4)

FIGURE 4



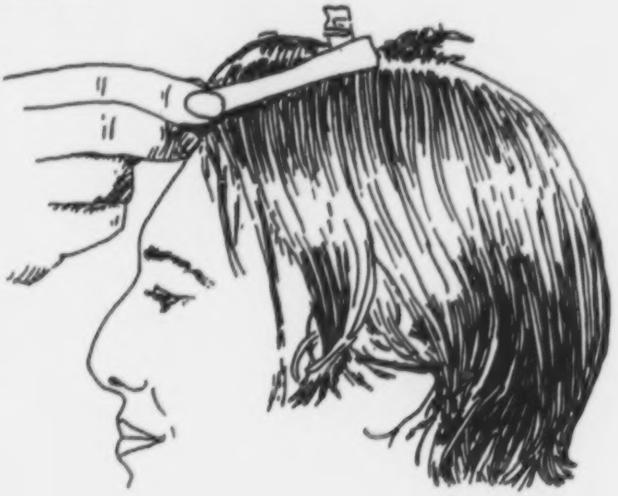
11. Place the comb just inside the rod and draw a diagonal line to just behind the ear; clip hair securely. (Figure 5)

FIGURE 5



12. Place the rod to be used on the left side at the hairline just under the top section. (Figure 6)

FIGURE 6



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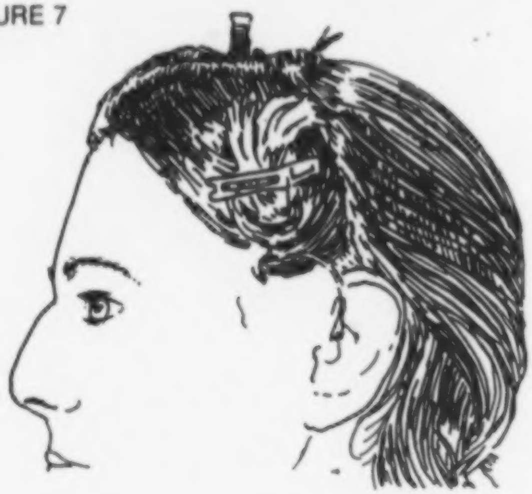
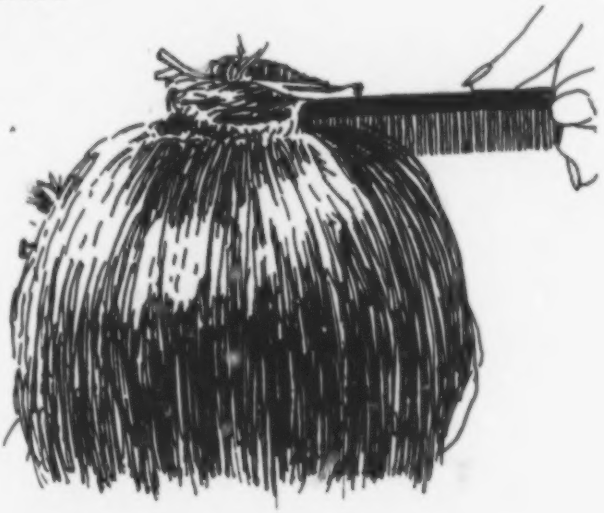
13. Place the comb just inside the rod and draw a diagonal line to just behind the ear; clip hair securely. (Figure 7)

FIGURE 7



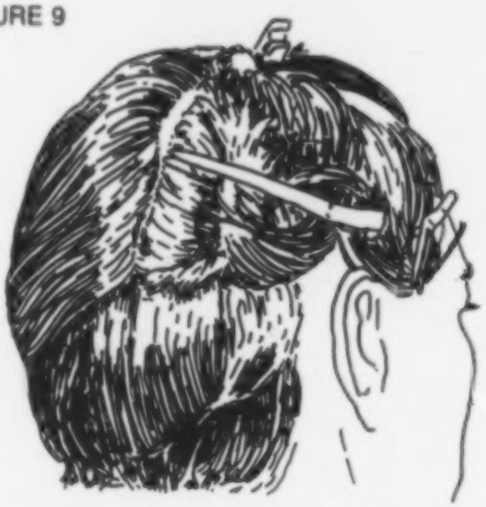
14. Place the comb on the right side of the top section. (Figure 8)

FIGURE 8



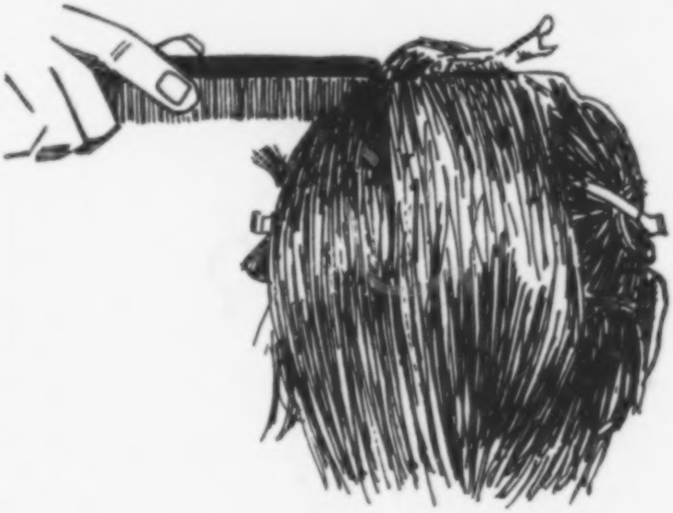
15. Draw the comb downward over the occipital bone to the area at the top of the ear; clip hair. (Figure 9)

FIGURE 9



16. Place the comb on the left side of the top section. (Figure 10)

FIGURE 10



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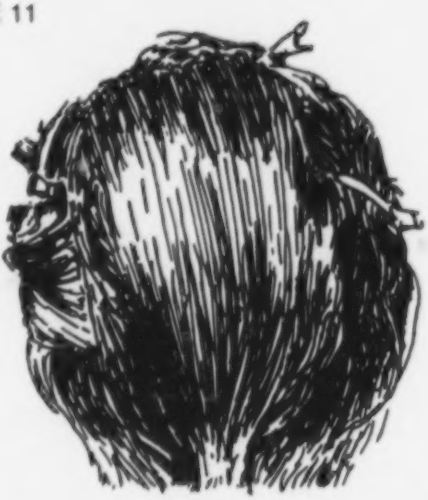
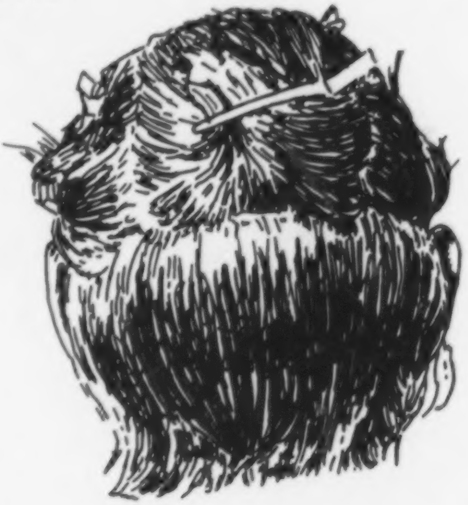
17. Draw the comb downward over the occipital bone to the area at the top of the ear. (Figure 11)

FIGURE 11



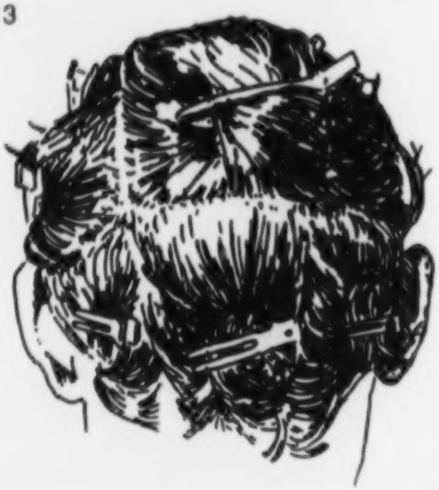
18. Draw a straight line from the top of one ear to the top of the other ear, completing each section in the crown area and clipping securely. (Figure 12)

FIGURE 12



19. Comb hair in the nape area straight down and divide it into three equal sections; clip securely. (Figure 13)

FIGURE 13



NOTE: The center of the nape area may be left unclipped if the permanent wave is to be rolled after this exercise.

20. Sanitize work area, implements, equipment, and hands.

21. Have instructor evaluate your work.

JOB SHEET 2 GIVING A BASIC PERMANENT WAVE XVII

OBJECTIVE 6

Wrap for a basic permanent wave.

INTRODUCTION

Wrapping is one of the most important skills necessary for giving a good permanent. There are many methods for wrapping but the basic wrap should be mastered first. This job sheet will allow you to practice and master wrapping for a basic permanent wave.

IMPLEMENTS AND EQUIPMENT

- Rattail or styling comb

  NOTE: You can use either a rattail or styling comb.

- Correct size rods for entire head

  NOTE: Smaller-sized rods are usually used on the nape area due to the resistance of the hair in this area of the head.

- Towel
- Shampoo cape
- Clips
- Tray to hold rods
- Shampoo
- Water bottle

SUPPLIES

- Neck strip
- End papers
- Shampoo

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Shampoo client's hair.

   NOTE: Hair should be clean before perming.

4. Section hair using the halo or straight forward method.

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

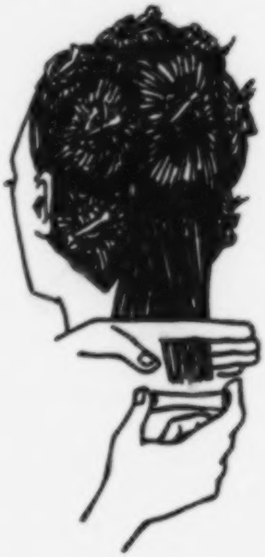
5. Dampen each section with water.

6. Begin wrapping at the center section of the nape area.

   NOTE: The nape area hair is usually the most resistant and should be wrapped first unless special problems exist.

7. Stand directly in front of the section to be wrapped and part a horizontal line at top of the center nape section using the rod as a guide. (Figure 1)

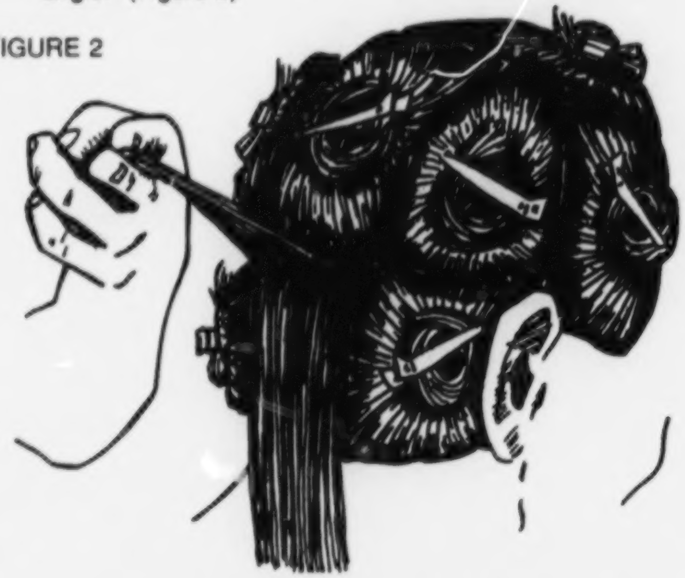
FIGURE 1



NOTE: The size of the rod should be used to determine the size of the blocking.

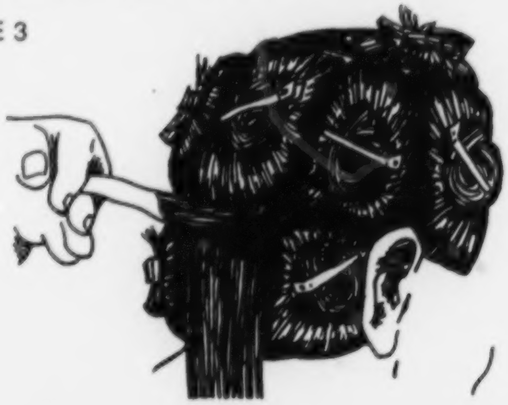
8. Comb the strand of hair up and out from scalp at about a 45° angle. (Figure 2)

FIGURE 2



9. Place an end paper lengthwise on the dampened hair strand, making sure that the end paper extends slightly beyond the hair ends and that the hair is smooth and evenly distributed without overlapping. (Figure 3)

FIGURE 3

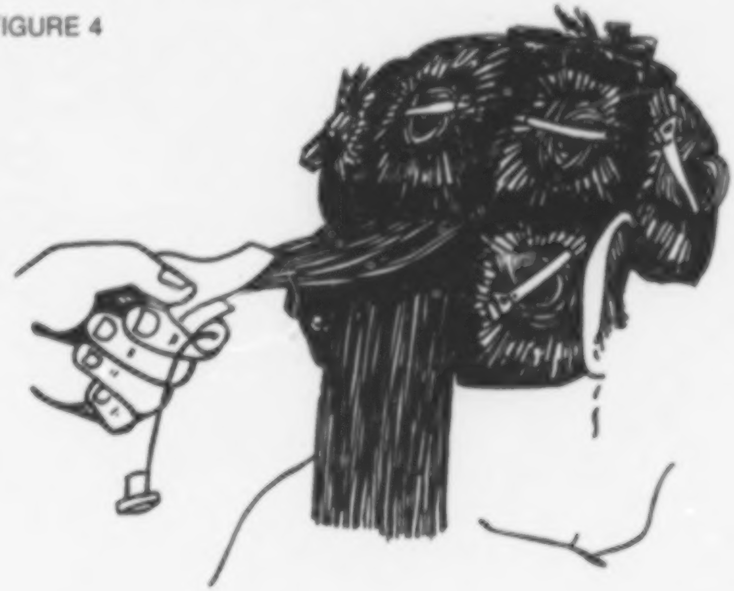


CAUTION: Make sure that the end paper completely covers the hair ends to prevent fishhook ends.

NOTE: Use the single, double, or book wrap method to wrap the hair for a permanent wave.

10. Place the permanent wave rod under the hair strand covered with an end paper, making sure that the hair is held up and out from the scalp. (Figure 4)

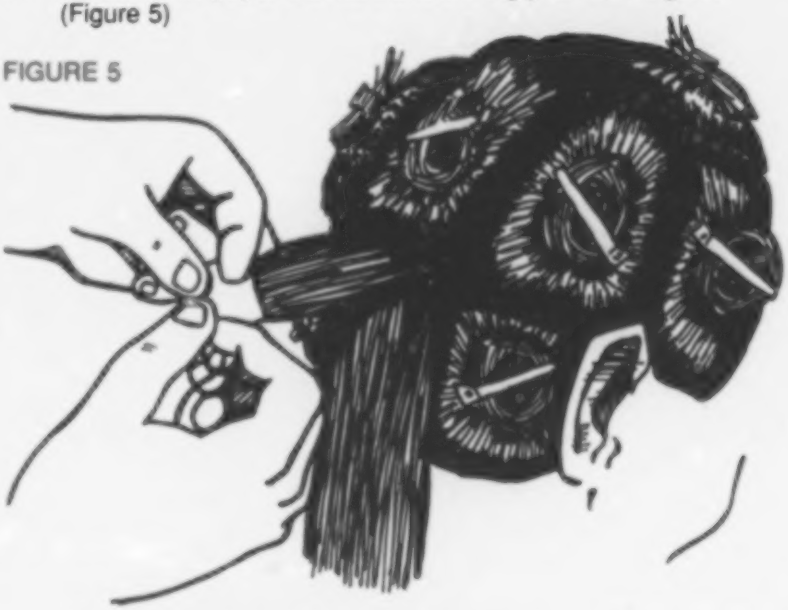
FIGURE 4



NOTE: To save time, hold the comb between the thumb and forefinger when you are not using it.

11. Turn the end paper around the rod using your little fingers. (Figure 5)

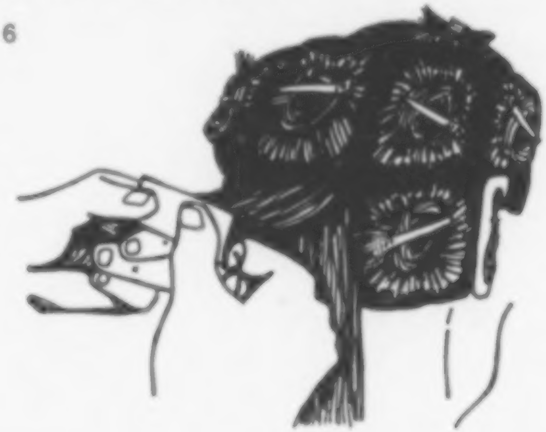
FIGURE 5



NOTE: The end paper should cling to the strand. Keep hair in a dampened state throughout wrapping procedure.

12. Hold the strand of hair and end paper between the fingers and place thumbs on rod being careful not to stretch the hair during the winding. (Figure 6)

FIGURE 6



NOTE: Make sure the hair is held firmly up and out from the scalp.

13. Roll the strand toward the scalp, keeping your fingers in the same position.

14. Place the rod just below the pick-up line and fasten the band across the center of the rod.

CAUTION: Care must be taken when fastening the band across the rod. To prevent hair breakage, avoid twisting the band and avoid fastening the band too close to the scalp to prevent tension when swelling of the hair occurs.

15. Rock the rod back and forth gently to be sure the rod is not wrapped too tightly.

16. Complete the center nape section in the same manner.

17. Block and wrap the right and left nape sections.

18. Wrap the right and left sides beginning at the top of each section and working toward the ear.

    NOTE: If using the straight forward method, wrap the top next. Begin at the crown and wrap hair forward to the front hairline.

19. Complete the crown area by wrapping the center and then either side.

20. Sanitize work area, implements, equipment, and hands.

20. Have instructor evaluate your work.

JOB SHEET 3 — GIVING A BASIC PERMANENT WAVE

XVII

OBJECTIVE 7

Give a permanent wave.

INTRODUCTION

Now that you have mastered sectioning and wrapping, you are ready to give a basic permanent wave. This job sheet will take you through the steps necessary to provide your client with the curl they desire.

IMPLEMENTS AND EQUIPMENT

- Comb
- Permanent wave rods
- Clips
- Towels
- Timer
- Rubber gloves
- Client record card
- Applicator bottle
- Neutralizing bib
- Tray for rods
- Water bottle

SUPPLIES

- Neck strip
- Shampoo
- Permanent wave solution

  NOTE: Select solution according to hair texture, condition, and porosity. Some solutions require heat from clamps or a hair dryer to activate. Read manufacturer's instructions.

- End papers
- Neutralizer
- Cotton strip
- Protective cream

  NOTE: Protective cream should be a heavy, water-soluble cream.

- Plastic wrap (optional)
- Manufacturer's instructions

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Oral Presentation Skills
Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers/

Cognitive Activity Skills
- Transfer knowledge/training to new situations

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Give pre-permanent test curl if required by manufacturer.

   NOTE: Proper draping is important is insure against getting permanent wave solution on the client's clothing.

CAUTION: Omit brushing hair before a permanent wave to prevent irritation to the scalp.

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4. Analyze the client's hair and scalp for abrasions, texture of hair, elasticity, porosity, condition of hair, and density.

   NOTE: Do not use any permanent wave product if the hair is in a damaged condition, if the scalp shows signs of abrasions or lesions, or if the client has experienced an allergic reaction to a permanent wave solution in the past.

5. Record data on client record card.
6. Discuss with client the type of curl desired, the length of hair desired, problem areas, and the cost of the permanent wave.

   NOTE: The cost of the permanent wave will vary from school to school. Use the price list from your school.

7. Select the solution and proper size rods.
8. Read manufacturer's instructions carefully.
9. Set up your work area with all needed supplies and place solutions in applicator bottles.

NOTE: Gather all needed supplies before permanent begins; client should not be left alone while processing unless absolutely necessary.

10. Shampoo client's hair using a mild shampoo and only one sudsing; omit the massage manipulation.

Job Acquisition/
Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

11. Cut the hair, making sure not to overtaper the hair ends.

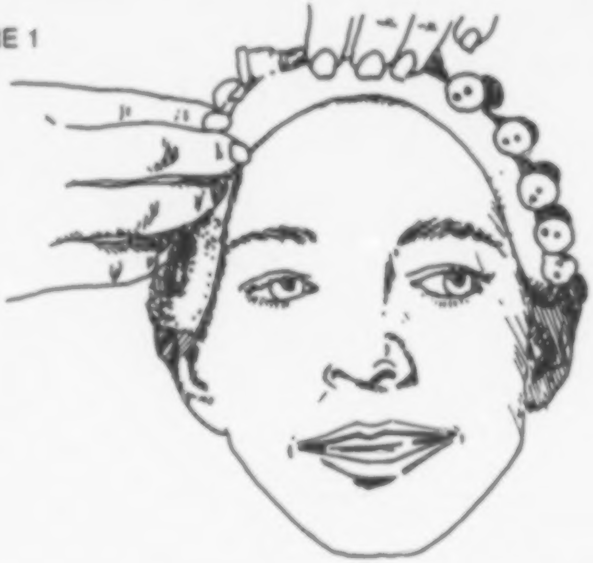
    NOTE: If less than one inch needs to be cut, haircut may be given after the permanent wave.

12. Place rubber gloves on hands, if needed, to wrap the hair.

13. Section, block, and wrap hair.

14. Apply the protective cream and cotton strip around the hairline to prevent the waving lotion from getting on the skin. (Figure 1)

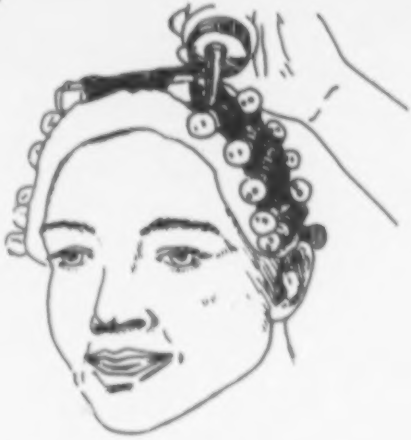
FIGURE 1



15. Give the client a towel to blot any excess permanent wave solution.

16. Saturate each rod, top and bottom, being careful not to touch the rod or hair with the applicator nozzle. Begin at the nape area and continue from the top of the nape area downward through each section in the nape, sides, top, and crown. (Figure 2)

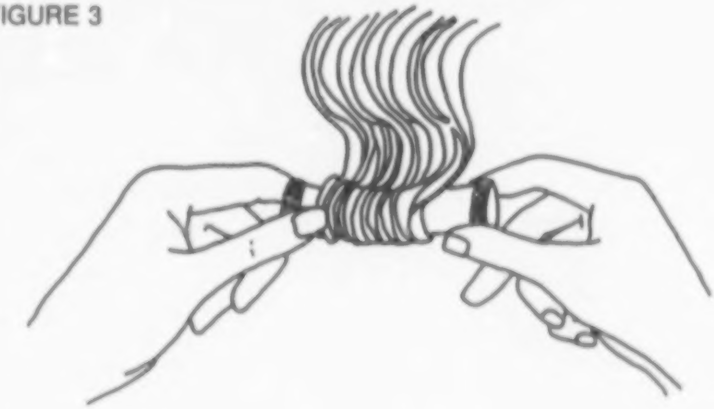
FIGURE 2



NOTE: Saturation of hair in the above manner to allows longer processing time in more resistant areas.

17. If a test curl is required by the manufacturer, unwind the curl in the nape area at least one and one half turns, pushing the strand toward the scalp during unwinding, to determine how much wave pattern has developed. (Figure 3)

FIGURE 3



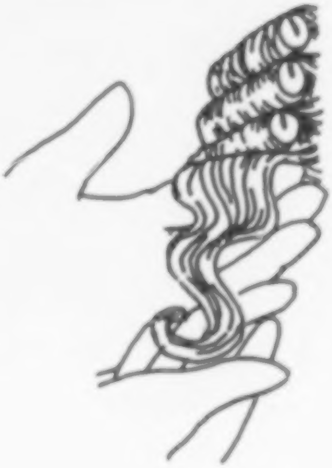
18. Allow the hair to process. Take test curls as directed and avoid testing the same curl more than one time.

    NOTE: Lightened or damaged hair may need to be checked every two or three minutes. Some resistant hair may require a plastic covering to speed the process time.

19. Remove the cotton strip during processing to prevent irritation from the solution being held on the skin.

20. Check hair on all sides of the head to see if strands have formed a firm **S**-shape the size of the rod. (Figure 4)

FIGURE 4

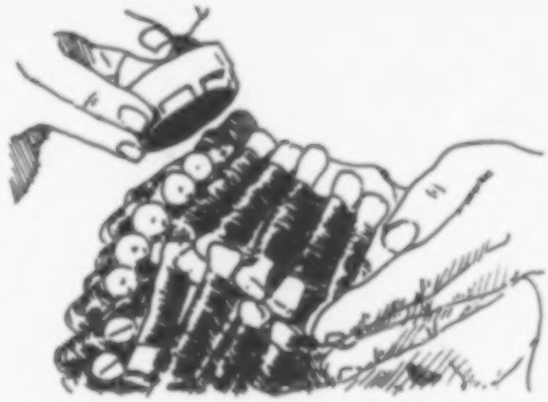


21. Rinse hair thoroughly using a mild temperature and gentle water pressure. (Figure 5)

NOTE: Rinsing will stop the action of the waving lotion.

⚠ **CAUTION:** When the neutralizing lotion is applied to the hair before the waving lotion is rinsed form the hair, a chemical reaction is created that could cause hair breakage.

FIGURE 5



22. Blot hair between and on each rod thoroughly.

NOTE: Excess moisture must be removed to allow the neutralizer to be absorbed.

23. Put the neutralizer bib on and apply neutralizer in the same manner as the application of the permanent wave solution.

NOTE: Apply the neutralizer between each rod and on each rod, using all the neutralizer.

24. Leave the neutralizer on the head for the recommended amount of time.

NOTE: Refer to the manufacturer's instructions for neutralizing time.

25. Follow manufacturer's instructions on when and how to remove rods.

26. Rinse the hair thoroughly using mild temperature and gentle pressure.

27. Blot hair with a towel.

28. Comb hair gently, removing all tangles.

29. Check the wave curl or wave pattern.

30. Complete the client record card.

31. Set and style as desired.

CAUTION: Avoid extreme heat and backcombing on a new permanent wave. Avoid using an excessive amount of hair spray.

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32. Sanitize work area, implements, equipment and hands.

NOTE: Be sure to clean permanent wave rods thoroughly.

33. Have instructor evaluate your work.

JOB
SHEET 4

GIVING A BASIC PERMANENT WAVE

XVII

OBJECTIVE 8 **Wrap for a piggyback permanent wave.**

INTRODUCTION

Long hair can prove difficult to perm. If too much hair is wrapped on a single rod, the wave can end up inconsistent. The piggyback perm allows for a more even perm when dealing with longer hair.

IMPLEMENTS AND EQUIPMENT

- Comb
- Permanent wave rods
- Towels
- Shampoo cape
- Clip
- Mannequin or live model
- Water bottle

SUPPLIES

- Neck strip
- Shampoo
- End papers

PROCEDURE

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Shampoo client's hair.
4. Section the hair using the basic section.
5. Begin wrapping at the nape area.
6. Stand directly in front of the section being wrapped.

Functional Reading Skills
- Follow written instructions

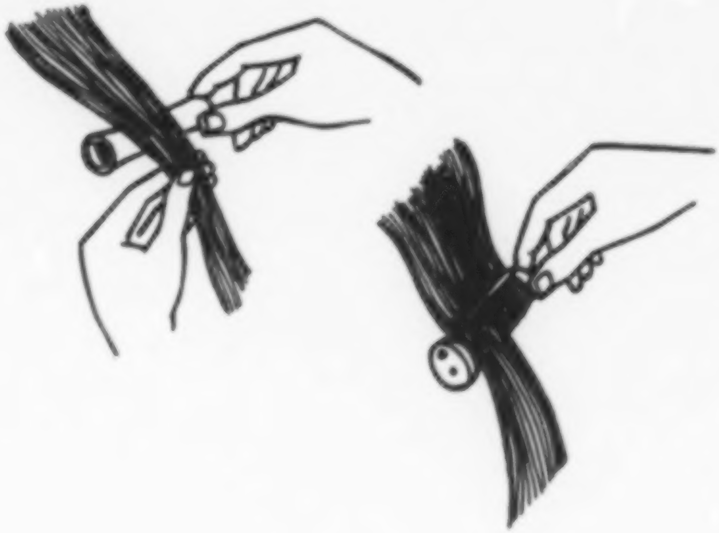
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

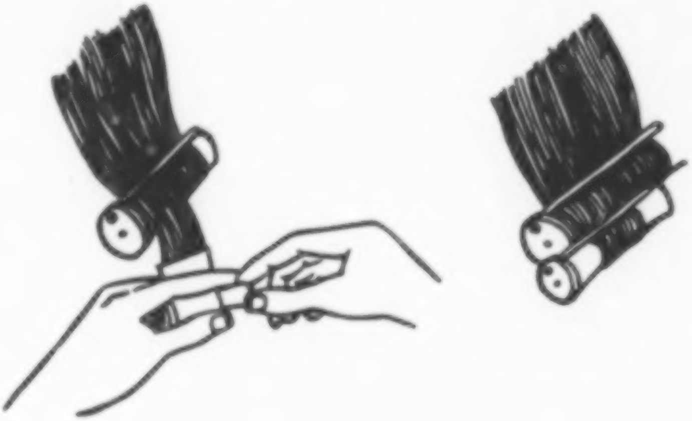
7. Start wrapping in the middle of the hair strand, using no end paper. (Figure 1)

FIGURE 1



8. Place an end paper on the remaining section of the hair strand and wrap; it will rest on the first rod, looking like a piggyback. (Figure 2)

FIGURE 2



9. Use this procedure throughout the entire head.

10. Wrap the back of the head.

11. Wrap the top of the head.

12. Wrap the sides of the head.

    NOTE: When actually performing a piggy back permanent, be sure to saturate every rod with the permanent solution and neutralizer. It is best to air dry the hair for 10 to 15 minutes between processing and neutralizing.

13. Have instructor evaluate your work.

14. Take the rods down.

15. Sanitize work area, implements, equipment, and hands.

JOB SHEET 5

GIVING A BASIC PERMANENT WAVE

XVII

OBJECTIVE 9

Wrap for a stacked permanent wave.

INTRODUCTION

The stacked permanent allows you to control the location of the curl. Rods are stacked on each other and wooden or plastic sticks hold the rods in place. This job sheet will allow you to practice the stacked perm method.

IMPLEMENTS AND EQUIPMENT

- Comb
- Permanent wave rods
- Towels
- Shampoo cape
- Clips
- Mannequin or live model
- Water bottle
- Plastic or wooden sticks

SUPPLIES

- Neck strip
- Shampoo
- End papers

PROCEDURE

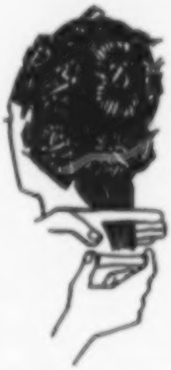
1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Shampoo client's hair.
4. Section the hair using the basic section.
5. Begin at the nape area, holding the hair at low elevation. (Figure 1)

Functional Reading Skills
- Follow written instructions

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

FIGURE 1

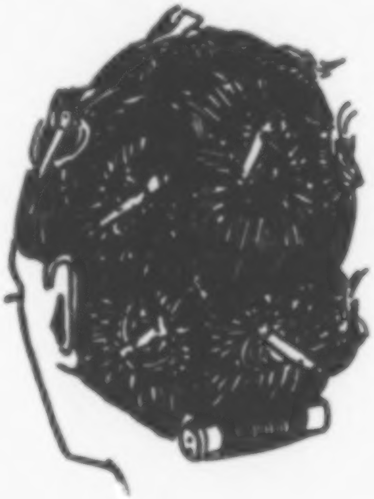


Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes

6. Wrap the first rod all the way to the scalp. (Figure 2)

FIGURE 2

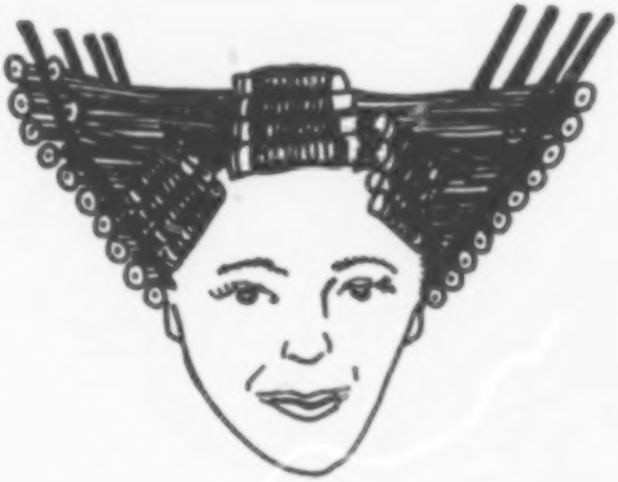


7. Wrap the second rod at low elevation; stack it on top of the first one.

8. Continue stacking throughout the back and sides.

9. Hold the rods with plastic or wooden sticks. (Figure 3)

FIGURE 3



10. The top of the perm is wrapped straight forward.

    NOTE: When actually performing a stacked permanent, be sure to saturate every rod with the permanent solution and neutralizer. It is best to air dry the hair for 10 to 15 minutes between processing and neutralizing.

11. Have instructor evaluate your work.

12. Remove rods.

13. Sanitize work area, implements, equipment, and hands.

GIVING A BASIC PERMANENT WAVE

OBJECTIVE 10 **Perform a double process curl.**

INTRODUCTION

A double process curl is a curling method used most commonly on excessively curly hair. It is the process of chemically relaxing the hair in preparation of chemically curling it.

CAUTION: Because of the ammonium thioglycolate (thio) base, this product cannot be successfully used over sodium hydroxide relaxers.

ALWAYS FOLLOW MANUFACTURER'S INSTRUCTIONS.

IMPLEMENTS AND EQUIPMENT

- Permanent wave rods
- Shampoo cape
- Combs
- Neutralizer bib (optional)
- Towel
- Scissors
- Clips
- Protective gloves
- Applicator

SUPPLIES

- Client record card
- Neck strips
- Shampoo
- Thio gel, cream, or lotion
- End papers
- Wrapping solution
- Cotton
- Plastic cap
- Curl activator
- Neutralizer
- Manufacturer's instructions

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Examine client's hair and scalp.
4. Consult with client before starting the process.

   NOTE: Do not use the product if hair is in a damaged condition, if the scalp shows signs of abrasions or lesions, or if the client has experienced an allergic reaction to a permanent wave solution in the past.

5. Shampoo hair *only* if it is excessively soiled. Any treatment to the scalp prior to the service can contribute to irritation.
6. Part hair into four sections.
7. Put on protective gloves.
8. Apply thio gel, cream, or lotion to a subsection of the hair, using an applicator brush, back of a comb, or fingers. Apply to the top and bottom sides of the subsection. Using the end of a rattail comb or applicator brush, part another subsection and apply in the same manner. Apply the thio solution close to the scalp.

   NOTE: Choose the desired strength of thio cream, gel, or lotion based on the texture, density, and porosity of the hair. Follow manufacturer's instructions. If you are doing a virgin process, apply from the scalp to the ends; if you are doing a retouch only, apply only to the new growth area.

9. After applying the thio solution to the entire head, begin checking the hair for the desired straightness. This is done by going back to area where the application began, parting the hair with a rattail comb and combing the hair to check for resistance. The hair should appear to be 85 to 100% straight (percentage depends upon the texture and/or density of the hair). It should take 20-30 minutes, from the time this solution is applied, to straighten hair.
10. When the hair is relaxed, rinse with lukewarm water until the thio cream, gel, or lotion is completely rinsed out.

    NOTE: Some manufacturers require you to roll the hair in the thio cream, gel, or lotion.

11. Section the hair into nine sections. Apply wrapping solution to each section and subsection as you wrap.

12. Wrap the hair on permanent wave rods.

    NOTE: Some manufacturers require the wrapping solution to be applied after the wrap and not before. Follow the manufacturer's instructions.

13. After wrapping the hair, place a plastic cap on the head and process the hair the desired amount of time.

    NOTE: Some manufacturers require processing time to be spent under a warm dryer. If wrapping lotion is applied after the wrap, the client will need a cotton strip around the hairline. A test curl may or may not be needed. Follow manufacturer's instructions.

14. When the desired curl pattern has been reached, rinse the hair thoroughly for approximately 3-5 minutes. Blot hair on the rods with a towel to remove excess moisture.

15. Place a cotton strip or neutralizing bib around the hairline and apply prepared neutralizer or mixed neutralizer (as directed by the manufacturer) to the top and bottom of each curl.

    NOTE: Follow manufacturer's instructions on how long to allow the neutralizer to remain on the curls.

16. Thoroughly rinse the neutralizer out of the hair with cool water for approximately 5 minutes.

    NOTE: Some manufacturers suggest removing the rods before rinsing.

17. Towel blot the hair and trim as desired.

18. Apply curl activator and style the hair.

19. Discuss with client the following maintenance procedures for double processed hair.

    - Curl lasts longer and looks better when a pick is used for styling.

    - Shampoo hair approximately once a week.

- Use a curl activator to keep the hair properly moisturized.
- Retouch the curl every 3 months.

20. Complete the client record card.
21. Sanitize work area, implements, equipment, and hands.
22. Have instructor evaluate your work.

JOB SHEET 1

Section for a basic permanent wave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Shampooed or wet hair thoroughly	___	___
4. Combed hair free from tangles and away from face	___	___
5. Used rod to determine size for crown	___	___
6. Sectioned crown area	___	___
7. Secured section with clip	___	___
8. Completed sectioning of side and nape areas	___	___
9. Secured sections with clips	___	___
10. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Had properly sized sections	4	3	2	1
Completed nine sections	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

GIVING A BASIC PERMANENT WAVE

XVII

JOB SHEET 2

Wrap for a basic permanent wave.

Student's name ____________________ Date ________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Shampooed client	___	___
4. Sectioned hair using halo or straight forward method	___	___
5. Dampened hair	___	___
6. Began wrapping at nape area	___	___
7. Stood in front of section to be wrapped and parted hair using rod as a guide	___	___
8. Combed strand of hair up and out from scalp at about a 45° angle	___	___

	Yes	No
9. Placed end paper lengthwise on hair making sure the end paper extended beyond hair ends and that hair was smooth and evenly distributed without overlapping	___	___
10. Placed permanent rod under strand and made sure hair was held up and out from scalp	___	___
11. Turned paper around rod using little fingers	___	___
12. Held hair and end paper between fingers and placed thumb on rod being careful not to stretch hair during winding	___	___
13. Rolled strand toward scalp	___	___
14. Placed rod just below pick-up line and fastened	___	___
15. Rocked rod back and forth gently to make sure not wrapped too tightly	___	___
16. Completed remainder of section in same manner	___	___
17. Blocked and wrapped sides and crown area	___	___
18. Sanitized work area, implements, equipment, and hands	___	___
Total		

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Shampooed client	4	3	2	1
Sectioned properly	4	3	2	1
Wrapped head properly and completely	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

GIVING A BASIC PERMANENT WAVE

JOB SHEET 3

Give a permanent wave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Gave pre-perm test curl if required	___	___
4. Analyzed client's hair and scalp	___	___
5. Recorded data on record card	___	___
6. Talked with client about type of curl, length of hair, problem areas, and cost	___	___
7. Selected solution and proper rod size	___	___
8. Read manufacturer's directions carefully	___	___
9. Set up work station	___	___

	Yes	No
10. Shampooed client, sudsed only once and omitted massage manipulations	___	___
11. Cut hair, making sure not to overtaper ends	___	___
12. Used rubber gloves, if necessary, to wrap hair	___	___
13. Sectioned, blocked, and wrapped hair	___	___
14. Applied cotton and protective cream	___	___
15. Gave client towel to blot excess solution	___	___
16. Saturated hair with permanent solution	___	___
17. Checked test curl	___	___
18. Allowed hair to process taking test curls as directed	___	___
19. Removed cotton after it quit dripping	___	___
20. Checked hair on all sides for S-shape of curl	___	___
21. Rinsed hair thoroughly	___	___
22. Towel blotted hair	___	___
23. Applied neutralizer according to manufacturer's directions and left on recommended time	___	___
24. Followed manufacturer's instructions on when and how to remove rods	___	___
25. Rinsed hair thoroughly	___	___
26. Blotted hair	___	___

		Yes	No
27.	Combed hair gently; removed tangles	___	___
28.	Checked curl or wave pattern	___	___
29.	Completed record card	___	___
30.	Set and styled hair	___	___
31.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Shampooed client	4	3	2	1
Sectioned and wrapped correctly	4	3	2	1
Used cotton or protective cream	4	3	2	1
Applied solution and neutralizer to every rod	4	3	2	1
Rinsed correctly	4	3	2	1

Towel blotted	4	3	2	1
Completed perm	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

GIVING A BASIC PERMANENT WAVE

XVII

JOB SHEET 4

Wrap for a piggyback permanent wave.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Shampooed client's hair	___	___
4. Sectioned hair using basic section	___	___
5. Began wrapping at nape area	___	___
6. Stood in front of section being wrapped	___	___
7. Started wrapping in middle of hair strand using no end paper	___	___
8. Placed end paper on remaining section of hair strand and wrapped	___	___
9. Rested second rod on first, piggyback style	___	___

	Yes	No
10. Wrapped remainder of head in same manner	___	___
11. Took rods down	___	___
12. Sanitized work area, implements, equipment, and hands	___	___
Total		

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned correctly	4	3	2	1
Completed piggyback wrapping	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

GIVING A BASIC PERMANENT WAVE

XVII

JOB SHEET 5

Wrap for a stacked permanent wave.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Shampooed client's hair	___	___
4. Sectioned hair correctly	___	___
5. Started at nape area	___	___
6. Wrapped first rod all the way to scalp	___	___
7. Wrapped second rod at low elevation; stacked on top of first rod	___	___
8. Continued stacking throughout back and sides	___	___
9. Used plastic or wooden sticks to hold rods	___	___
10. Rolled top of perm using straight forward wrap	___	___
11. Removed rods	___	___

	Yes	No
12. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Sectioned correctly	4	3	2	1
Correctly wrapped stacked perm	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

GIVING A BASIC PERMANENT WAVE

XVII

JOB SHEET 6 **Perform a double process curl.**

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client. Examined client's hair and scalp and talked with client about the process	___ ___	___ ___
3. Shampooed hair if excessively soiled	___	___
4. Parted hair into four sections	___	___
5. Put on protective gloves	___	___
6. Applied thio gel, cream, or lotion to subsection using proper method	___	___
7. Checked hair for straightness	___	___
8. Rinsed hair completely after hair had relaxed	___	___
9. Sectioned hair into nine sections and applied wrapping solution	___	___

		Yes	No
10.	Selected proper rod size and wrapped hair	___	___
11.	Placed plastic cap on client's head and processed desired time	___	___
12.	Rinsed hair thoroughly	___	___
13.	Placed cotton strip or neutralizing bib around hairline, applied neutralizer, and followed manufacturer's recommendation for neutralizing	___	___
14.	Rinsed neutralizer from hair	___	___
15.	Towel blotted hair and trimmed as desired	___	___
16.	Applied curl activator and styled hair	___	___
17.	Discussed with client proper maintenance for double processed hair	___	___
18.	Completed client record card	___	___
19.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery to the tolerances shown (). (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Properly prepared hair for double process curl	4	3	2	1
Relaxed hair properly	4	3	2	1
Sectioned hair correctly	4	3	2	1
Rolled, processed, neutralized, and rinsed hair correctly	4	3	2	1
Styled hair properly after curl	4	3	2	1

EVALUATOR COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

GIVING A BASIC PERMANENT WAVE

XVII

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with basic permanent waving to their correct definitions. Write the correct letters in the blanks.

Part I

___ 1. Softens the hair

___ 2. Pattern to look for in a test curl; helps determine if the permanent is processed

___ 3. Permanent wave which has a pH of 5.8-7.9; requires heat to soften and expand the hair

___ 4. Permanent that does not require heat to curl the hair

___ 5. A curl that is unwrapped 1½ turns, without tension, to determine if the permanent is processed

___ 6. Hair has a slight wave pattern when wet but returns to a straight pattern when dry

___ 7. Permanent creases or bends in the hair which occur if end papers are not smoothly applied to the ends of the hair

___ 8. Record which is kept on file and contains information about how a client's hair has responded to specific permanent waves in the past

a. acid wave

b. ammonium thioglycolate

c. body wave

d. chemical heat

e. cold wave

f. fishhook ends

g. hair analysis

h. neutralizer

i. overprocessed

j. permanent wave card

k. processing

l. s-shape

m. test curl

n. underprocessed

o. waving lotion

May be photocopied for student use.

Part II

___ 1. Assessment of the texture, porosity, elasticity, length, and condition of the hair; affects the success of the permanent wave

___ 2. Fixative or stabilizer that reconnects or rehardens the bonds of the hair into a new position

___ 3. When hair is wet, a distinct wave pattern can be seen; when it is dry, it will not hold curl and the ends are frizzy

___ 4. Main ingredient in chemical waving lotion

___ 5. Heat which occurs when an activator is added to the waving solution

___ 6. Complete permanent waving procedure from wrapping to rinsing

___ 7. Loose permanent that gives hair body without curl

___ 8. Procedure by which the hair is wound around the rod and toward the scalp

___ 9. Examination of the scalp for cuts, abrasions, or any sign of disease

a. acid wave

b. ammonium thioglycolate

c. body wave

d. chemical heat

e. cold wave

f. fishhook ends

g. hair analysis

h. neutralizer

i. overprocessed

j. permanent wave card

k. processing

l. s-shape

m. scalp analysis

n. underprocessed

o. wrapping

May be photocopied for student use.

OBJECTIVE 2

Define different types of wraps. Write your answer in the space provided.

Book wrap ____

____

Direction wrap ____

____

Double flat wrap ____

____

End wrap ____

____

Piggyback wrap ____

____

Ponytail wrap ____

____

Single flat wrap ____

____

Spiral wrap ____

____

Stack wrap ____

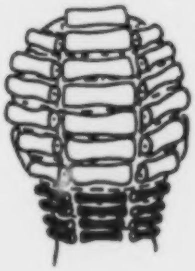
____

May be photocopied for student use.

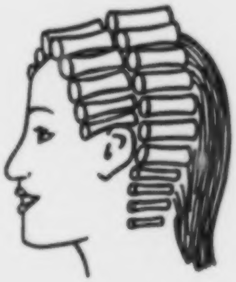
OBJECTIVE 3

Identify different types of blockings and sectioning. Write your answer in the space provided.

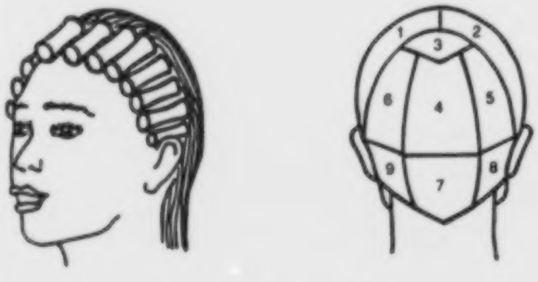
1. ______________________________



2. ______________________________

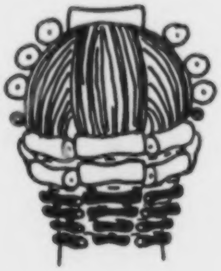


3. ______________________________

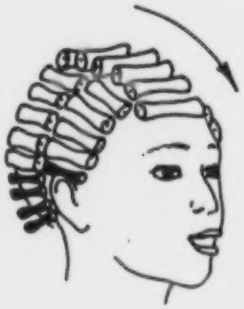


May be photocopied for student use.

4. ______________________________



5. ______________________________



NOTE: Objectives 4-10 are evaluated on job sheets/assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

GIVING A BASIC PERMANENT WAVE

XVII

OBJECTIVE 1

Part I

1. o
2. l
3. a
4. e
5. m
6. n
7. f
8. j

Part II

1. g
2. h
3. i
4. b
5. d
6. k
7. c
8. o
9. m

OBJECTIVE 2

Book wrap — an endpaper folded in half and placed over the strand of hair

Direction wrap — hair is wrapped in the direction it is to be styled; recommended for short hair

Double flat wrap — uses two end papers, one on top of the hair strand and the other underneath the hair strand

End wrap — curls only the ends of the hair; used only on long hair when the client does not want to have the top and crown curled

Piggyback wrap — use of two rods on the same strand of hair; used on long hair to give a uniform curl from scalp to ends

Ponytail wrap — procedure in which long hair is divided into several ponytails which are divided into small sections and wrapped

Single flat wrap — one end paper placed on the top of the hair strand and wrapped

Spiral wrap — wrap which uses a special spiral rod on one length hair, leaves the effect of a spiral curl

Stack wrap — rods are stacked on each other while being held in place by plastic or wooden sticks, the crown is left smooth; one length hair is recommended

OBJECTIVE 3

1. Straight back pattern
2. Double halo pattern
3. Single halo pattern
4. Dropped crown pattern
5. Straight forward

OBJECTIVE SHEET

UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING

XVIII

INTRODUCTION

Chemical relaxing is the process of straightening over-curly hair. Over the past 20 years, chemical relaxing has become a frequently requested service in the salon. Today, hair that is over-curly can be relaxed and styled without much difficulty.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify different chemical relaxers and demonstrate the ability to perform these services. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the students will be able to:

1. Match terms associated with chemical hair relaxing to their correct definitions.
2. Select from a list true statements about safety precautions in chemical hair relaxing.
3. Arrange in order the steps for a strand test.
4. Apply a sodium hydroxide relaxer. (Job Sheet 1)
5. Apply a chemical blow-out. (Job Sheet 2)

SUGGESTED ACTIVITIES

UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING

XVIII

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
    - Invite a chemistry teacher to speak about chemical content of hair relaxers, and how to mix chemicals to achieve the necessary results.
    - Invite a professional chemical hair consultant and have him/her explain positive and negative chemical reactions.
    - Invite a representative from a manufacturer of chemical hair products to demonstrate application procedures.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Take the class on a field trip to a salon that specializes in chemical relaxing.
- Order films, videotapes, and other materials to supplement the unit.
    - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with chemical hair relaxing to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Have a spelling bee using the terms in this objective.
- Play Scrabble or Jeopardy using terms and definitions.

Objective 2: Select from a list true statements about safety precautions in chemical hair relaxing.

- Give each student an opportunity to be a safety inspector. Organize a bulletin board with every student's name listed vertically. List the days of the week horizontally. The student with the best safety record wins a prize, extra points, or salon service. The safety inspector determines which students observed safety precautions.
- Discuss each safety precaution and have students make a list of alternative solutions to use when a crisis occurs.
- Invite a chemistry teacher to speak to the class and perform a test on hair strands using chemicals found in hair products.

Objective 3: Arrange in order the steps for a strand test.

- Demonstrate the steps for performing a strand test.
- Have students practice on mannequins.
- Discuss the importance of performing a strand test before applying chemicals.

APPLICATION

Objective 4: Apply a sodium hydroxide relaxer.

- Have students practice applying the relaxer on mannequins.
- Have students complete Job Sheet 1.

Objective 5: Apply a chemical blow-out.

- Have students complete Job Sheet 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Curly Hair* by Willie Morrow. (Color, VHS)
- *The Theory of Curly Hair* by Willie Morrow. (Color, VHS)

The videotapes listed above are part of a series by Willie Morrow and are available from Milady Publishing Company, P.O. Box 12519, Albany, NY 12212, phone: 1-800-836-5239.

- *Successful Hair Relaxing: The Self Straightener, French Perm Technique.* Available from Deluxal Laboratory, Inc., 1130 East 95th, Chicago, IL 60619. (Color, VHS)

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology,* 2nd ed. West Publishing Company: St. Paul, MN, 1986.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Company: St. Paul, MN, 1985.

INFORMATION SHEET

UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING

XVIII

OBJECTIVE 1

Match terms associated with chemical hair relaxing to their correct definitions.

- **analysis** — examination of hair and scalp before a service
- **base creme** — used to protect the scalp and face from irritation or burns, or when a client has a sensitive scalp
- **blow-out** — relaxer that removes small amount of curl and leaves hair more manageable
- **caustic** — agent that burns or chars skin or is poisonous to the skin
- **chemical relaxing** — rearranging the cross-bonds of over-curly hair
- **chemical straightening** — relaxing naturally-wavy hair
- **creme conditioner** — lanolin or cholesterol-type product that is applied to scalp and hair after neutralization and is then rinsed out
- **cross-bond** — forms the structure of the hair and is broken during chemical relaxing
- **neutralizing shampoo** — used to return hair to a more desirable neutral state after a chemical process
- **relaxer** — chemical used to soften the hair and loosen the cross-bonds so that they may be rearranged in a new position
- **retouch** — application of chemical product to new hair growth
- **sodium bisulfite** — a base ingredient in some relaxer products to create a softer curl
- **sodium hydroxide** — base chemical used in hair straightening products which breaks the cross-bonds in the cortex and causes the hair to straighten
- **virgin hair** — hair that has not received chemical treatment

OBJECTIVE 2

Select from a list true statements about safety precautions in chemical hair relaxing.

- Do not mix different chemical relaxing products.
- Always do a strand test to determine the strength of the relaxer to be used.
- Analyze the scalp and hair before applying the relaxer.
- Do not brush the hair and scalp before a relaxing service.
- Always wear rubber gloves while working with a chemical relaxer.
- Do not apply chemical relaxer directly on the scalp.
- Always use the recommended processing times.
- Do not shampoo hair before the application of a sodium hydroxide product.
- Do not use a sodium hydroxide relaxer over an ammonium thioglycolate product.
- Do not use an ammonium thioglycolate product over a sodium hydroxide relaxer.
- Do not use excessive heat on chemically relaxed hair.
- Do not relax damaged hair.
- Apply a protective base with the sodium hydroxide relaxer.
- Always thoroughly remove the relaxer from the hair.

  NOTE: If not thoroughly removed, the relaxer will continue to process.
- Use a wide-tooth comb after the relaxation is complete.
- Apply a conditioner to the scalp and hair before styling.
- Follow manufacturer's instructions carefully.
- Avoid getting chemicals in the client's eyes.

- Avoid overlapping the chemical relaxer onto hair when giving a retouch.

OBJECTIVE 3 **Arrange in order the steps for a strand test.**

1. Separate a small strand of hair in the lower crown area.
2. Cut a hole in the center of a piece of aluminum foil.
3. Thread a small section of hair through the hole. Keep the foil as close to the scalp as possible.
4. Apply relaxer to the hair.
5. Allow relaxer to remain on the hair for the length of time recommended by the manufacturer.
6. Rinse the relaxer from the hair with water as warm as the client can handle.

   NOTE: Because of the oil base of chemical relaxers, it is necessary to use extremely warm, but not hot, water to remove the chemicals.

7. Shampoo the strand.
8. Rinse strand and check for desired results.
9. The results of the strand test will determine if a sodium hydroxide relaxer can be administered.

JOB SHEETS 1 and 2

Development of:
READING SKILLS
WRITING SKILLS
MATHEMATICS SKILLS
SCIENCE SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

WRITING SKILLS

— Completing forms and records

MATHEMATICS SKILLS

— Using English & metric measures

SCIENCE SKILLS

— Investigating/applying chemical properties

ORAL COMMUNICATION SKILLS

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
  - Remind students of the value of each piece of information.
- If students have difficulty using English and metric measures:
  - Suggest that they look at a yardstick or tape that is marked in both English and metric and study the measurements until there is a concrete idea about the lengths of different units of measurement.
  - Using a variety of models, display the size of each strand.
- If students have difficulty investigating/applying chemical properties:
  - Discuss the chemicals involved and the result of applying each to hair.
  - Discuss how protective applications protect the scalp and hands from burns.

  - Discuss and review safety procedures.

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.

- Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with clients/customers:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.
  - Have students discuss what the client might be feeling before and during procedures that include chemical applications.

JOB SHEET 1 — UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING — XVIII

OBJECTIVE 4

Apply a sodium hydroxide relaxer.

IMPLEMENTS AND EQUIPMENT

- Combs (large and small)
- Clips
- Towels
- Shampoo cape
- Applicator brush
- Record card
- Spatula
- Gloves

SUPPLIES

- Protective creme
- Neck strip
- Aluminum foil
- Cotton
- Sodium hydroxide relaxer
- Neutralizing shampoo
- Conditioner
- Base (optional)

NOTE: Some products require no base. Always read manufacturer's directions.

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

NOTE: A predisposition test should be given to test for allergies.

1. Sanitize hands.
2. Analyze the hair; check for porosity, texture, density, and elasticity.
3. Check scalp for abrasions.
4. Drape client. Have client remove and safeguard jewelry.
5. Strand test using a small piece of foil.
6. Read manufacturer's instructions.

Math Application Skills
- Use English and metric measures

Physical Science Skills
- Investigate/apply chemical properties

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

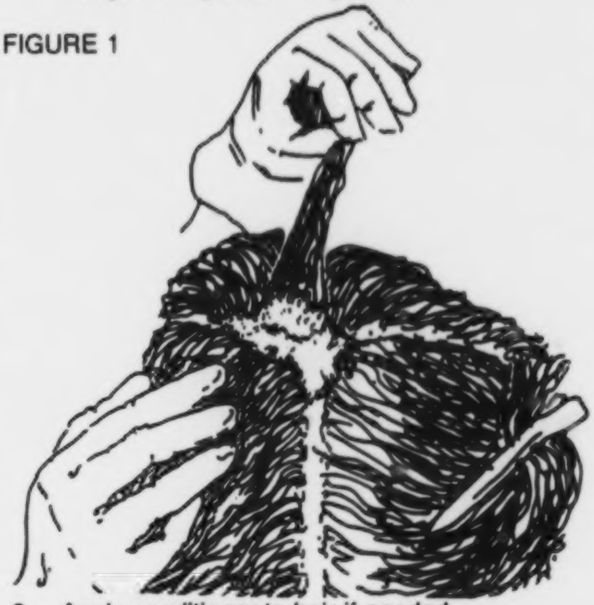
Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

7. Section the hair into four or five sections.

   NOTE: If moisture is present on patron's scalp, place patron under a cool dryer for several minutes.

8. Apply protective base (if needed) by parting ½" sections, or less if hair is dense, and applying the base freely to the scalp using the fingertips. (Figure 1)

FIGURE 1



9. Apply conditioner to hair if needed.

10. Put gloves or protective creme on hands.

11. Apply sodium hydroxide relaxer by comb, finger, or applicator brush method.

    a. Comb method

       1) Begin on right back of head

       2) Sub-section a strand of hair about ½" wide

3) Apply relaxer to the top side of the strand first, leaving hair uncovered ½" from the scalp and ½" from the ends.

NOTE: Lay the relaxer on the hair; do not rub it into the hair.

⚠ **CAUTION:** Avoid getting chemicals into client's eyes.

---

4) Apply relaxer underneath the strand.

5) Flip completed strand up to keep it out of the way.

6) Complete right back area and move in clockwise direction around the head.

7) Comb relaxer down to scalp and through hair ends, reapplying relaxer as needed.

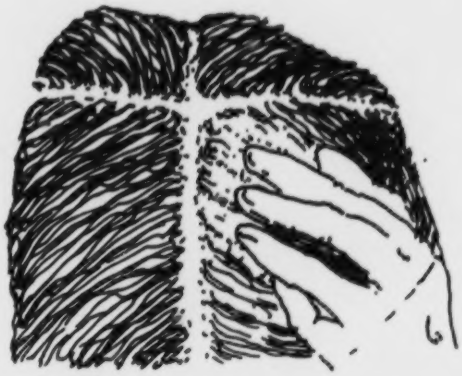
8) Stretch the hair gently into a straight position while combing.

9) Check the action of the relaxer during the stretching to see how quickly the curl is being removed around the entire head.

NOTE: If the curl on one area of the head is being removed too quickly, rinse that area at the shampoo bowl.

b. Finger method—Apply relaxer beginning at back of head and working in a clockwise movement around the head, using fingertips and palms of hands to apply the relaxer on the hair and to smooth and spread the relaxer. (Figure 2)

FIGURE 2



12. Processing time starts at the beginning of the application.
13. Rinse the relaxer from the hair using warm water; direct the stream of water from the scalp to the ends.

CAUTION: If the relaxer is not completely removed, the action of the relaxer will continue and breakage could occur.

---

14. Shampoo the hair gently using neutralizing shampoo. Hair should be kept as straight as possible during entire process.

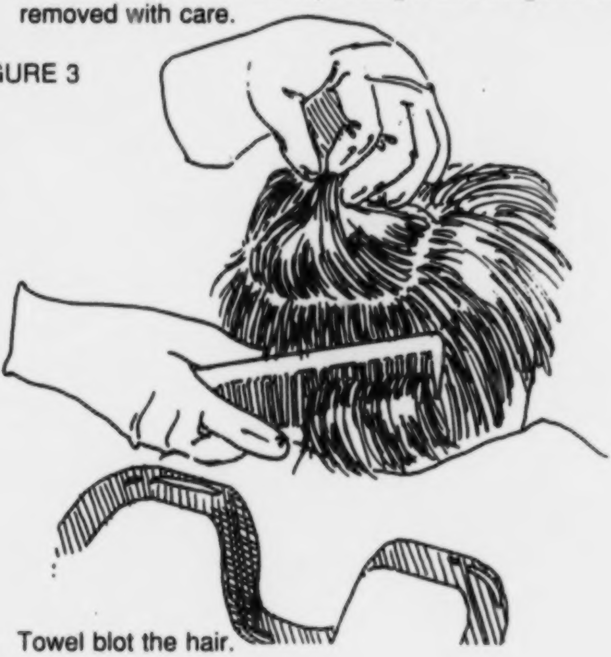
    NOTE: Three sudsings or more may be required.

15. Rinse thoroughly and apply conditioner according to manufacturer's directions.

16. Using a wide-tooth comb, comb hair downward, beginning at nape. (Figure 3)

NOTE: Hair should be kept straight and tangles should be removed with care.

FIGURE 3



17. Towel blot the hair.

18. Style hair in usual manner.

19. Complete record card.

20. Sanitize work area, implements, equipment, and hands.

21. Have instructor evaluate your work.

JOB SHEET 2 — UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING — XVIII

OBJECTIVE 5

Apply a chemical blow-out.

INTRODUCTION

A chemical blow-out is not for everyone. When clients want only to remove the tight curl from the hair, this procedure is recommended. A chemical blow-out allows the hair to retain a loose curl that is manageable and easy to style.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape
- Towels
- Rubber combs
- Timer
- Clips
- Gloves
- Spatula
- Record card

SUPPLIES

- Neck strips
- Protective creme
- Chemical relaxer for blow-out process
- Base creme
- Shampoo
- Neutralizer
- Conditioner

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

NOTE: Always read manufacturer's directions before starting any chemical procedure.

1. Sanitize hands.

2. Drape client. Have client remove and safeguard jewelry.

3. Examine scalp.

   NOTE: Give a strand test before starting. If there are abrasions on the scalp or hair is badly damaged, do not proceed beyond this point. Condition scalp and hair before performing chemical process. Hair is not shampooed before a chemical blow-out.

Physical Science Skills
- Investigate/apply chemical properties

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

4. Put gloves or protective creme on hands.

5. Apply base creme if needed.

6. Begin at nape area and work toward forehead area when applying the chemical relaxer.

7. Spread chemical relaxer over entire head.

8. Comb chemical relaxer through the hair using a lifting pattern.

9. Rinse the hair using warm water.

10. Shampoo the hair with an acid-balanced shampoo formulated by the manufacturer.

11. Apply neutralizer if not contained in the shampoo.

12. Apply conditioner to hair and scalp.

13. Dry hair thoroughly while brushing, combing, or lifting the hair with a pick.

    NOTE: Concentrate drying actions on the scalp first. Some hair styles are better when rolled on small rollers or permanent wave rods.

14. Complete record card.

15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 1

Apply a sodium hydroxide relaxer.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Analyzed the hair	___	___
3. Checked scalp for abrasions	___	___
4. Draped client	___	___
5. Performed a strand test	___	___
6. Read manufacturer's instructions	___	___
7. Sectioned hair	___	___
8. Applied protective base (if needed)	___	___
9. Applied conditioner (if needed)	___	___
10. Put gloves or protective creme on hands	___	___
11. Applied sodium hydroxide	___	___

	Yes	No
12. Began processing time at the beginning of the application	___	___
13. Rinsed relaxer from hair using warm water	___	___
14. Shampooed hair with neutralizing shampoo; kept hair straight during shampoo	___	___
15. Rinsed well and conditioned properly	___	___
16. Used wide-tooth comb to comb hair downward; began at nape	___	___
17. Dried and styled hair	___	___
18. Completed record card	___	___
19. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Did a strand test	4	3	2	1
Applied relaxer correctly	4	3	2	1
Shampooed and conditioned correctly	4	3	2	1
Completed style	4	3	2	1
Completed record card	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Apply a chemical blow-out.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client	___	___
3. Examined scalp	___	___
4. Put on gloves	___	___
5. Applied base creme if needed	___	___
6. Began application at nape area and worked toward forehead	___	___
7. Applied chemical over entire head	___	___
8. Combed chemical through hair using a lifting pattern	___	___
9. Rinsed hair	___	___
10. Shampooed hair	___	___
11. Applied neutralizer	___	___

	Yes	No
12. Applied conditioner	___	___
13. Dried hair	___	___
14. Completed record card	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Correctly applied chemical blow-out	4	3	2	1
Removed all chemical from scalp and hair	4	3	2	1
Correctly shampooed and conditioned hair	4	3	2	1
Completed record card	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN
TEST

UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING

XVIII

Name ______________________________ Score ________

OBJECTIVE 1

Match terms associated with chemical hair relaxing to their correct definitions. Write the correct letters in the blanks.

___ 1. Forms the structure of the hair and is broken during chemical relaxing

___ 2. Rearranging the cross-bonds of over-curly hair

___ 3. Relaxer that removes small amounts of curl and leaves hair more manageable

___ 4. Hair that has not received chemical treatment

___ 5. Used to return hair to a more desirable neutral state after a chemical process

___ 6. Application of chemical product to new hair growth

___ 7. Chemical used to soften the hair and loosen the cross-bonds so that they may be rearranged in a new position

___ 8. Examination of hair and scalp before a service

___ 9. Agent that burns or chars skin or is poisonous to the skin

___ 10. Base chemical used in hair straightening products which breaks the cross-bonds in the cortex and causes the hair to straighten

a. chemical straightening
b. base creme
c. sodium bisulfite
d. creme conditioner
e. sodium hydroxide
f. caustic
g. ammonium thioglycolate
h. analysis
i. lanolin
j. relaxer
k. retouch
l. neutralizing shampoo
m. strand test
n. virgin hair
o. French perm
p. cross-bond
q. chemical relaxing
r. blow-out

May be photocopied for student use.

___11. Lanolin or cholesterol-type product applied to scalp and hair after neutralization and is then rinsed out

___12. Used to protect the scalp and face from irritation or burns, or when a client has a sensitive scalp

___13. Relaxing naturally-wavy hair

___14. A base ingredient in some relaxer products to create a softer curl

OBJECTIVE 2

Select from a list true statements about safety precautions in chemical hair relaxing. Write an "X" in the blank before each correct statement.

___ 1. Do not relax damaged hair.

___ 2. Apply sodium hydroxide to shampooed hair.

___ 3. Sodium hydroxide may be used over ammonium thioglycolate products.

___ 4. Do not mix different chemical relaxing products.

___ 5. Do a strand test only when hair is damaged.

___ 6. Analyze the scalp and hair before applying the relaxer.

___ 7. Do not brush the hair and scalp before a relaxing service.

___ 8. Use a wide-tooth comb after the relaxation is complete.

___ 9. Apply a conditioner to the scalp and hair before styling.

___10. Use manufacturer's instructions when in doubt.

___11. Do not use excessive heat on chemically relaxed hair.

___12. Always wear rubber gloves while working with a chemical relaxer.

___13. Avoid getting chemicals in the client's eyes.

___14. Always thoroughly remove the relaxer from the hair.

___15. Overlapping a retouch strengthens hair.

OBJECTIVE 3

Arrange in order the steps for a strand test. Write a "1" by the first step, a "2" by the second step, and so on.

___ Apply relaxer to the hair.

___ Shampoo the strand.

___ Separate a small strand of hair in the lower crown area.

___ Allow relaxer to remain on the hair for the length of time recommended by the manufacturer.

___ Rinse strand and check for desired results.

___ Rinse the relaxer from the hair with water as warm as the client can handle.

___ Cut a hole in the center of a piece of aluminum foil.

___ The results of the strand test will determine if a sodium hydroxide relaxer can be administered.

___ Thread a small section of hair through the hole. Keep the foil as close to the scalp as possible.

NOTE: Objectives 4 and 5 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

UNDERSTANDING CHEMISTRY RELATED TO HAIR RELAXING

XVIII

OBJECTIVE 1

1. p
2. q
3. r
4. n
5. l
6. k
7. j
8. h
9. f
10. e
11. d
12. b
13. a
14. c

OBJECTIVE 2

1, 4, 6, 7, 8, 9, 11, 12, 13, 14

OBJECTIVE 3

4, 7, 1, 5, 8, 6, 2, 9, 3

OBJECTIVE SHEET

DEFINING HAIR COLORING

XIX

INTRODUCTION

By mastering the art and science of hair coloring, you will enter into one of the most creative and exciting areas of your professional career. Hair coloring is used to change the hair's natural color and/or add highlights. Hair coloring follows two primary procedures: lightening or removing color pigment from the existing hair color, and adding artificial color to the natural hair color. Hair coloring became a trend in the 1950s, and today remains one of the most profitable sources of income for the professional cosmetologist. Hair coloring remains trendy and represents a great source of repeat business for the skilled operator.

UNIT OBJECTIVE

After completing this unit, the student will understand and apply basic knowledge of hair coloring. The student will show these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with hair coloring to their correct definitions.
2. List purposes of hair coloring.
3. Identify classifications of hair coloring.
4. Describe the effects of hair coloring on the hair shaft.
5. Select from a list true statements about color theory.
6. Choose the correct word or phrase to complete statements about warm and cool colors.
7. Distinguish among factors that influence color selection.
8. Choose the correct word or phrase to complete statements about levels of hair coloring.

9. Select from a list true statements about the qualities of hair coloring developers.

10. Relate hair coloring to other services.

11. Determine primary, secondary, and tertiary hues on a color wheel. (Assignment Sheet 1)

SUGGESTED ACTIVITIES

DEFINING HAIR COLORING XIX

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a hair color specialist from a local salon to speak to the class.
  - Invite a manufacturer's representative to set up a display with appropriate hair coloring products and literature and to speak to the class about types and their safe use.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other media to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with hair coloring to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: List purposes of hair coloring.

- Discuss purposes of hair coloring with students.

Objective 3: Identify classifications of hair coloring.
Objective 4: Describe the effects of hair coloring on the hair shaft.

- Ask a manufacturer's representative to speak to the class about hair coloring products by their classifications.

- Discuss the effects of the different products on the hair shaft.
- Use Transparency Masters 1 and 2.

Objective 5: Select from a list true statements about color theory.

- Use the student supplement to introduce students to color theory.

Objective 6: Choose the word or phrase to complete statements about warm and cool colors.

- Discuss the difference between warm and cool colors with the students.

Objective 7: Distinguish among factors that influence color selection.

- Discuss factors with the students.

Objective 8: Choose the correct word or phrase to complete statements about levels of hair coloring.

- Discuss terms with the students.
- Use available color level system charts and formulators from beauty supply distributors.

Objective 9: Select from a list true statements about the qualities of hair coloring developers.

- Discuss qualities with the students.

Objective 10: Relate hair coloring to other services.

- Discuss related services with the students.

Objective 11: Determine the primary, secondary, and tertiary hues on a color wheel.

- Have students complete Assignment Sheet 1.

EVALUATION **Pretest**

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and requirements.
- Modify material in unit or create supplementary material for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (color, interactive video, VHS)

- *Hair Coloring*, by Milady. Units titled: *Color Theory #1*, *Single Process Tint Application #2*, *Tint Retouch #3*, *Hair Lightening #4*, ISBN 0-87350-660-X VHS, ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (color, VHS or Beta, four parts)

- *Hair Coloring and Lightening*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (color, film strips, four parts, teacher's guide included, No. 30785-127)

Print Media

- *Miss Clairol Professional*. Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist*. West Publishing Co.: St. Paul, MN, 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text*. Glencoe/McGraw-Hill: New York, 1980.

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology*. Milady Publishing Co.: Albany, NY, 1990.

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

DEFINING HAIR COLORING XIX

OBJECTIVE 1

Match terms associated with hair coloring to their correct definitions.

- **ammonium thioglycolate** — chemical usually found in semi-permanent hair color, which in combination with sulphur, enables color to partially penetrate the cortex
- **achromatic colors** — white, grey, and black
- **aniline derivative** — a by-product of coal tar; not a dye itself, aniline derivative tints are produced when an amino acid and a developer such as hydrogen peroxide are mixed; also known as penetrating tints or oxidizing tints
- **artificial color remover** - product used to remove natural and artificial color from the hair
- **azo dyes** — synthetic dyes primarily used in temporary hair coloring products; only coat or deposit color on the outside of the cuticle
- **chromatic colors** — all colors other than white, grey, or black
- **color filler** — preparations used to fill overly porous hair so it will hold color evenly; usually contains proteins, keratin and a base color such as brown, red, or gold; used during lightening and coloring procedures
- **color restorers** — also known as metallic salt dyes; early hair dyes made from combinations of silver, copper, lead, and the mild acid pyrogallol; not used in professional salons
- **color rinses** — the most popular and common temporary hair coloring; available in a great variety of ready-to-use colors; applied with an applicator bottle
- **conditioner** — a preparation used to restore elasticity, strength, manageability, and sheen to damaged hair
- **complementary colors** — colors found directly opposite each other on the color chart

- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **crayon hair colors** — temporary colors, available in many shades; a compound of color pigment and synthetic waxes; primarily used for hairline touch-up
- **creme colors** — temporary colors in a creme base; available in tube and jar; easily removed, they are used extensively by actors and entertainers
- **cuticle** — protective outer layer of the hair shaft
- **decolorization** — process of lightening or removing natural color from the hair; measured in degrees of color change
- **demarcation line** — a visible streak between previously tinted hair and the regrowth of the natural hair color
- **developer** — chemical such as hydrogen peroxide which acts as an oxidizing agent; released oxygen activates color molecules and fixes the pigment during the coloring process
- **double process** — two-step process; usually hair is dramatically lightened then re-dyed with a toner
- **drabber** — color with a concentrated blue or violet base; used to neutralize and adjust the red and gold tones in the hair
- **gold band** — gold or brassy areas caused by improper line of decolorization
- **hair tint** — any dye, tint, color, or filler that deposits color on the cuticle or into the cortex
- **highlighting** — special lightening, brightening effect used on selected strands of hair; achieved by using a high-lift tint or lightener
- **hydrogen peroxide** — primary chemical developer in the hair coloring process; it provides oxygen to the process
- **hydrometer** — instrument used to measure the strength or volume of hydrogen peroxide

- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **imbrications** — overlapping scale layers on the cuticle of the hair shaft
- **lift** — the potential, low to high, of a tint or lightener to lighten the natural hair color
- **line of discoloration** — a streak or band created by overlapping tint onto previously tinted hair
- **medulla** — innermost layer of the hair shaft
- **melanin** — minute color-forming matter found in the pigment of the hair
- **overlapping** — condition caused during a retouch, by tint or lightener touching earlier treated hair; may create a line of discoloration and cause hair to weaken and break
- **oxidation** — chemical action of releasing oxygen to combine with other substances
- **oxidation tint** — a penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation
- **oxidizer** — any substance which releases oxygen during the oxidation process
- **para-phenylene diamine** — synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative
- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint
- **pH scale** — the measure of alkalinity or acidity in a substance; indicates its potential hydrogen
- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, and toners
- **porosity** — the hair's ability to absorb moisture; important during tinting or toning, for the hair to accept color deposits

- **powder lightener** — fast acting lightener with oxygen releasing boosters; too harsh to be used on the scalp; primarily used for special effects and off-scalp procedures
- **predisposition test** — commonly called a patch test; used to determine allergic reaction or hypersensitivity of the skin to an aniline derivative tint; given at least 24 hours before the product is used on a client's hair
- **primary colors** — blue, yellow, and red
- **progressive dye** — early vegetable and herb dyes that coat the hair cuticle and build up with repeated applications; not used in the professional salon
- **record card** — written record for each client; lists details such as hair condition, structure, patch test results, chemical services, color selection, and results
- **release statement** — simple form used to release the salon and cosmetologist from responsibility for damages occurring during chemical services
- **resistant hair** — hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied
- **retouch** — application of lightener or hair coloring to the new growth of hair at the scalp
- **secondary colors** — obtained by mixing equal parts of any two primary colors: red + yellow = orange; yellow + blue = green; blue + red = violet
- **semi-permanent coloring** — self-penetrating color which doesn't require a developer; slightly penetrates the hair shaft and lasts from four to six shampoos
- **shade of a color** — color obtained when black is added to a pure color
- **single-process coloring** — hair coloring done using a one application product

- **soap cap** — a combination shampoo and permanent hair color used to highlight or slightly change the hair's natural color; applied like a shampoo to dry hair
- **spot lightening/bleaching** — application of an artificial color remover or bleach to dark spots or streaks to even out color
- **spot tinting** — careful application of a tint to uneven, previously-tinted areas
- **spray hair colors** — temporary hair colors applied to dry hair from aerosol cans; used for special effects
- **strand test** — preliminary application of hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results
- **streaking, frosting, tipping, painting** — partial lightening techniques used on small sections of hair within a style
- **stripping** — removal of penetrating tints, metallic dyes, or natural pigments from the hair shaft
- **sulphur** — chemical found in semi-permanent hair coloring which combines with ammonium thioglycolate to enable color to slightly penetrate the cortex
- **temporary coloring** — acid balanced colors with azo dyes and water; coloring adheres to the scaly imbrications of the cuticle; commonly used as rinses, they only last until the next shampoo
- **tertiary colors** — colors obtained when a primary color and a secondary color are mixed
- **tint-back** — procedure used to lighten or darken hair back to its natural color
- **tint removal** — procedure used with artificial color remover or bleach to remove an unsatisfactory shade of color from the hair
- **tint of a color** — color obtained when a pure color has white added

- **tints** — coloring products which can both lift and deposit color to the hair; available in a wide variety of colors and also known as aniline derivative tints, penetrating tints and oxidation tints
- **tone of a color** — color obtained by adding grey to a pure color
- **toner** — a light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades
- **virgin hair** — hair that has not been treated with a chemical service
- **virgin tint** — application of permanent hair color to virgin hair

OBJECTIVE 2 **List purposes of hair coloring.**

Hair coloring is used:

- To cover grey hair or return it to its natural shade.
- To change the hair's natural shade to a more fashionable or attractive color.
- To return bleached or lightened hair to its natural color.
- To create decorative or flattering special effects.
- To enhance or highlight the hair's natural color.

OBJECTIVE 3 **Identify classifications of hair coloring.**

Temporary coloring

- Commonly applied as color rinses
- Contains acid balanced azo dyes
- Bonds to the cuticle instead of penetrating into the cortex
- Color is captured in the imbrications of the cortex
- Has no lightening action

- Lasts only until the next shampoo
- Available as color rinses, highlighting shampoo, hair crayons, color sprays, and mascara
- Some colors may bleed on clothing or pillows

Semi-permanent coloring

- Self-penetrating coloring product
- Requires no peroxide developer
- Color pigment penetrates the cuticle
- Gradually fades but formulated to last four to six shampoos
- No retouching is necessary.
- Some colors may bleed on clothing or pillows.
- May contain aniline derivatives; does require a patch test

Permanent coloring

- Penetrates the cuticle and deposits permanent color into the cortex
- Contains para-phenylene diamine, an aniline derivative which must be activated by an oxidizer
- Requires a developer such as hydrogen peroxide to produce the oxidation process
- Tremendous range of colors: deep black to light blonde
- Available as liquids, gels, and creams
- Known as aniline derivative tints, penetrating tints, and oxidizing tints
- Application methods: single-process and double-process
- Requires a predisposition test
- Requires periodic retouching

OBJECTIVE 4

Describe the effects of hair coloring on the hair shaft.

There are three primary ways in which the color of the hair can be altered:

1. Coating the cuticle of the hair shaft with pigment
    - No changes occur in the molecular structure of the hair.
    - Artificial pigment physically bonds to the cuticle.
    - Synthetic pigment granules only adhere temporarily.
    - Pigment molecules are trapped between imbrications.

> ⚠ **IMPORTANT:** Overporous hair may result in color penetrating the cuticle and becoming more permanent.

2. Removing the natural pigment in the cortex
    - Color removal involves molecular structural changes in the hair.
    - Decolorizing is a lightening process.
    - Cuticle imbrications are softened and separated.
    - Swelling and increased porosity allows penetration of the lightening compounds into the cortex.
    - Natural pigment structure is oxidized.
    - Molecules become lighter to almost colorless.
    - The degree of decolorization is controlled by the strength of the lightener and the length of time used.
3. Coloring the natural pigment in the cortex
    - Coloring involves the chemical deposit of synthetic color to the natural pigment.
    - Cuticle imbrications are softened and swell.

- Increased porosity allows color to penetrate into the cortex.

⚠ **IMPORTANT:** Overporous hair may grab the tint and discolor or result in a darker shade than desired.

- Coloring the natural pigment produces a new permanent color.

OBJECTIVE 5 Select from a list true statements about color theory.

Colors are categorized as two types of color categories:

- Achromatic colors
  - — Black is an equal mix of all three primary colors. It affects the shade of a color.
  - — White is an equal mix of all colors in the spectrum. It affects the tint of a color.
  - — Grey is a neutral color resulting from the mixture of black and white. It affects the tone of a color.
- Chromatic colors
  - — All other colors
    - a. Primary colors
    - b. Secondary colors
    - c. Tertiary colors
- Primary colors
  - — Red, yellow, and blue
  - — All colors are created from these three colors.
  - — Primary colors are not derived from any mixture.

- All created colors depend on the varying proportions of primary colors for their uniqueness.
- Red is characterized by warmth and richness.
- Blue is characterized by darkness and depth.
- Yellow is characterized by lightness and brightness.

- Secondary colors
  - Orange, green, and violet
  - Created by equal mixing of two primary colors

    Yellow + blue = green

    Red + blue = violet

    Red + yellow = orange

- Tertiary colors
  - Created by equal mixture of a primary color and its adjacent secondary color
  - Six possible pure combinations

    Red + violet = red-violet
    Red + orange = red-orange

    Yellow + green = yellow-green
    Yellow + orange = yellow-orange

    Blue + green = blue-green
    Blue + violet = blue-violet

  - Continued intermixing creates an infinite variety of colors and shades.

Color theory/hair coloring products

- The twelve pure colors, primary, secondary, and tertiary, form the basis for professional hair coloring products.

- Complementary colors are any two of the twelve that are located directly opposite each other on the color chart.

  EXAMPLE: Blue and orange, yellow and violet, red and green

- Mixing complementary colors creates neutral browns.
- Mixed complementary colors neutralize each other.
- Hair-colorists can use opposites to correct hair coloring problems.

  EXAMPLE: Hair with a green cast can be neutralized by using a red-base coloring.

- The twelve pure colors are darkened and lightened so they are not unattractive when applied to the hair.
- Colors are darkened and lightened by adding or mixing with achromatic colors.
- Lightness and darkness of a color are referred to as the color's depth.

OBJECTIVE 6

Choose the correct word or phrase to complete statements about warm and cool colors.

- Cool and warm refer to a color's tonal value.
- Light and dark refer to a color's depth.
- Cool colors
  - Referred to as drab; absence of red
  - Blue shades are cool.
  - Ash shades are cool.
  - Work well with green and brown eyes
  - Work well with pinkish complexions

    - Do not produce yellow or red highlights on the hair

      EXAMPLES: Silver, platinum, plum, ash, smoke

- Warm colors
    - Red shades are very warm.
    - Gold shades are warm.
    - Work well with blue and hazel eyes
    - Work well with yellowish complexions
    - Work well with creamy and fair complexions
    - Produce gold or red highlights on the hair

      EXAMPLES: Gold, brown, auburn, yellow, copper, red

OBJECTIVE 7 **Distinguish among factors that influence color selection.**

- **Physical factors**
    - Condition of hair, especially its porosity
    - Good lighting at consultation, as close to natural as possible
    - Level and depth of natural color
    - Natural highlights
    - Skin tone/complexion/eye color/shade
- **Client factors**
    - Desire for lighter or darker than natural hair color
    - Desire for temporary or permanent hair color change
    - Willingness and ability to return for upkeep
    - Convenience of home care and maintenance

  - Age/maturity of the client
  - Personality/lifestyle
- Cosmetologist factors
  - Skill in formulating the correct color for the individual
  - Cost of services: initial, retouch, re-conditioning
  - Properties of the hair coloring product to be used

OBJECTIVE 8 **Choose the correct word or phrase to complete statements about levels of hair coloring.**

- Analyze depth present in natural hair color.
- Determine if client wants to go darker or lighter.
- Examine hair for warm or cool overtones.
- Select a color from a color chart or swatch closest to the hair's natural color.
- Compare the depth of the desired color with the natural color.
- Determine if client wants highlights, and, if so, how close to the desired color.
- Determine the level of color by using the following guidelines:
  - If the client's hair has no grey and he/she desires to lighten the natural color, select a tint one full color lighter than client's choice.

    NOTE: Tints vary in strength. It is easier to correct the color if it ends up a little too light than if it's too dark. To lighten a color which is too dark, another appointment may be required. The client may be very disappointed.

- If the client's hair has grey and he/she desires to lighten the natural color, select a tint that is one shade lighter than the client desires.

  NOTE: Lighter tints have more lifting action which is usually needed to overcome the usual resistance of grey hair.

- If the client's hair has no grey and he/she desires to darken the natural color, use the same color the client selects.

- If the client's hair has grey and he/she desires a darker color, select a tint one shade darker than the client desires.

  NOTE: Because of the usual resistance of grey hair, it is normal to use a tint a shade darker in order to ensure the grey is covered.

- Refer to a professional level system formulator, when available, to determine the correct level and developer strength for the product you are using.

  NOTE: Many hair coloring manufacturers provide a level system formula chart in which the client's natural color level reads down one side of the chart and the desired hair color level reads across the top of the chart. Listed at intersecting points will be the manufacturer's recommended color, shade, level, developer strength, and developing time. These formula charts are usually available for full pigmented hair and for grey hair.

OBJECTIVE 9 **Select from a list true statements about the qualities of hair coloring developers.**

- The most commonly used developer is 20 volume hydrogen peroxide (H_2O_2), a mild acid with a pH of 3.5 to 4.
- Volume refers to the capacity of the peroxide to give up oxygen. The higher the volume, the more the lift.

⚠ **CAUTION:** Anything higher than 30 volume is very drying and damaging to the hair. It can cause scalp irritation, and if accidently spilled in the eyes can cause blindness.

- Most commercial hair coloring products are formulated for 20 volume hydrogen peroxide, although certain color levels may require 10 volume or 30 volume.

- The developer and tint base are kept in separate containers until you are ready to use them. Once mixed, they must be used within 20-40 minutes.

- Most tints are aniline derivative and contain small para-phenylene diamine dye molecules which easily pass through the cuticle into the cortex.

- After these tints are in the cortex, they combine with oxygen from the developer to create large dye molecules which become permanently trapped in the cortex.

- Ammonia in the tint base is an alkali which makes the cuticle swell and as an activator it causes the hydrogen peroxide to give up oxygen.

- Hydrogen peroxide is unstable. It looses its strength if stored too long, exposed to air, contaminated, or stored in too warm a place. It should only be mixed in plastic or glass containers, never in metal.

- Hydrogen peroxide is available in tablet, cream, and liquid form. The liquid form is more unstable than cream. Cream types often contain drabbers, conditioners, thickeners, and an acid stabilizer.

- After mixing with a tint base, the formula must be used. Once oxidized, it becomes useless after the developing time has expired, and all excess should be discarded.

  NOTE: As with all chemicals, always use caution and carefully follow the manufacturer's recommendations.

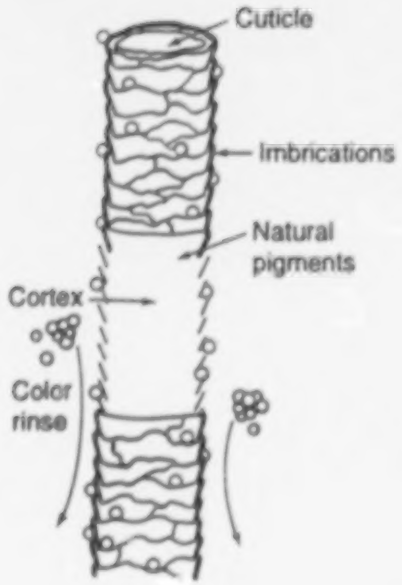
OBJECTIVE 10 **Relate hair coloring to other services.**

- Most clients who are satisfied with their hair coloring services will become repeat customers who may also require styling, facial, and make-up services which coordinate make-up to hair color.

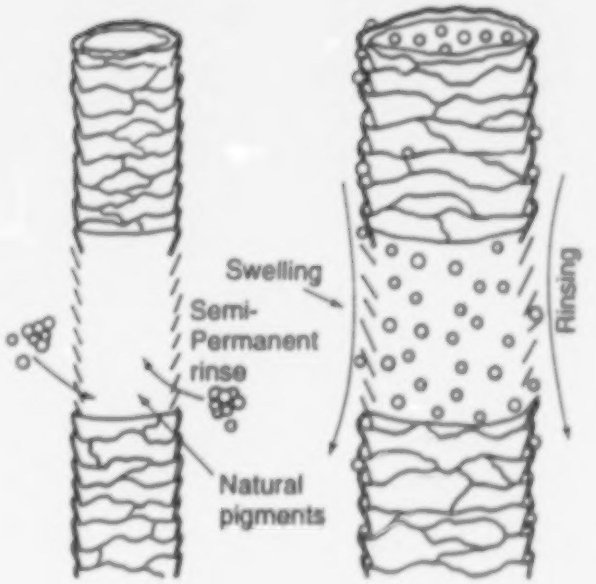
- It may be necessary to recondition damaged hair before attempting haircoloring services.
- Permanent hair coloring will require regular re-touching and since chemicals are usually harsh to the hair, reconditioning should be recommended on a regular basis.
- Clients who desire highlighting and special effects will want a cosmetologist who can style their hair in a flattering and complimentary fashion.
- Clients with resistant or over-curly hair may require periodic softening and relaxing services.
- Some clients will want to periodically change their hair color and may require tint-back services.

TM 1

Effects of Color on the Hair Shaft


Cuticle
Imbrications
Natural pigments
Cortex
Color rinse

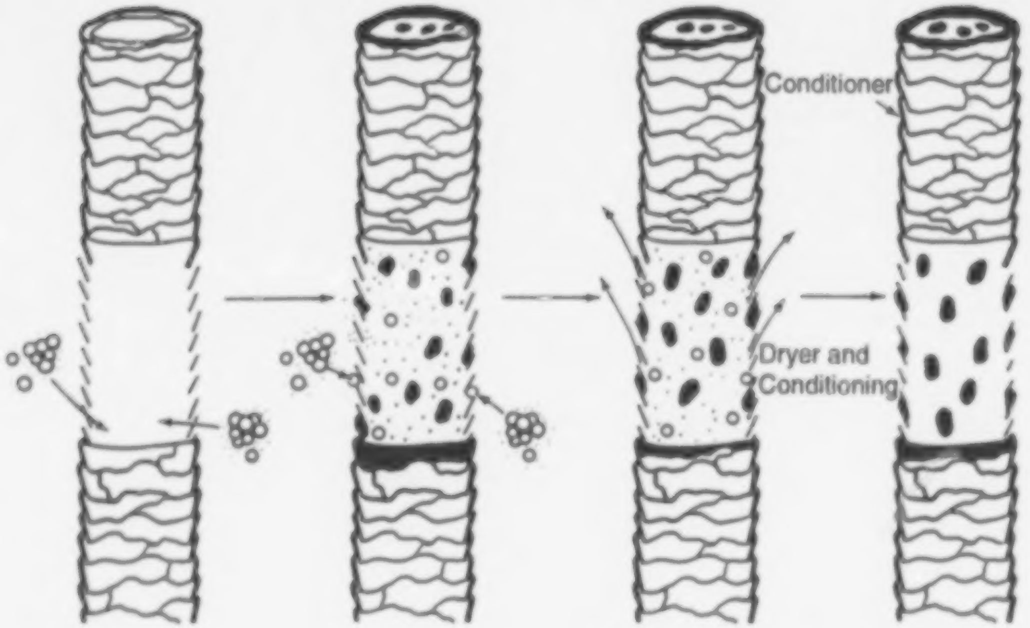
Temporary Coloring


Swelling
Rinsing
Semi-Permanent rinse
Natural pigments

Semi-Permanent Coloring

Effects of Color on the Hair Shaft

(Continued)


Conditioner
Dryer and Conditioning

Tint plus developer on hair

Tint mixture enters cortex

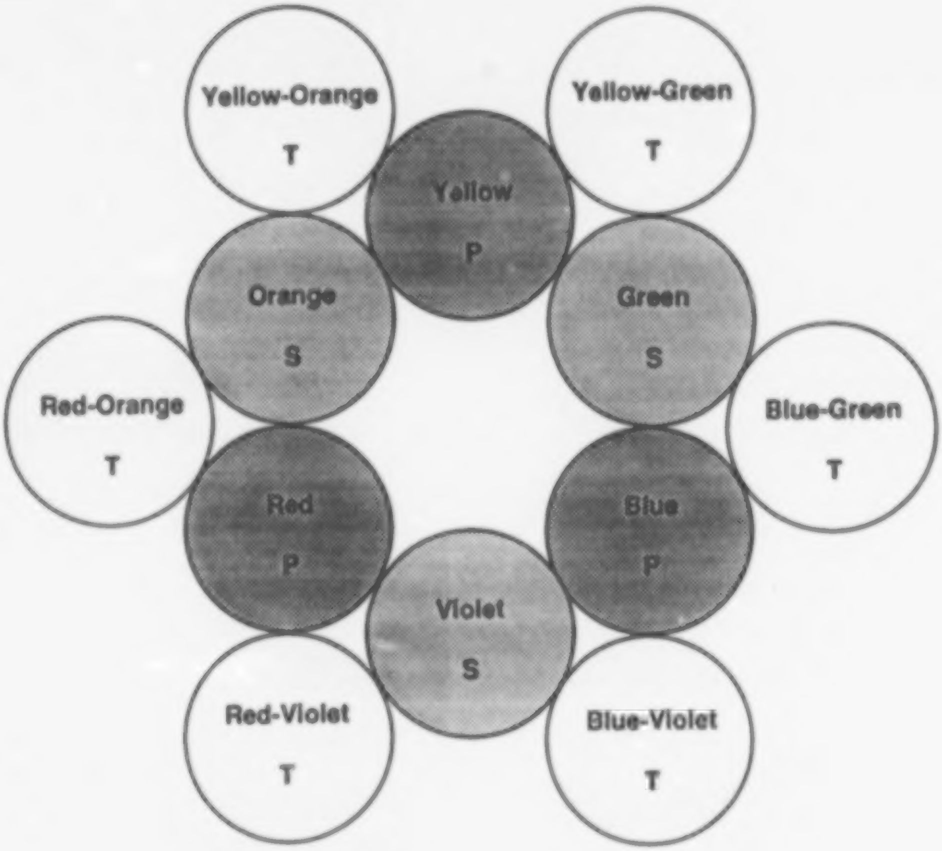
Tint pigments formed

Cuticle closed to trap pigments

Permanent Coloring

COLOR WHEEL

(Primary, Secondary, and Tertiary)
P S T


Yellow-Orange
T
Yellow
P
Yellow-Green
T
Orange
S
Green
S
Red-Orange
T
Blue-Green
T
Red
P
Blue
P
Violet
S
Red-Violet
T
Blue-Violet
T

(P) = Primary color
(S) = Secondary color
(T) = Tertiary color

DEFINING HAIR COLORING

ASSIGNMENT SHEET 1

Skill development of:
READING SKILLS

- Introduce the assignment to the students by discussing why reading skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Using content area vocabulary

- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.

ASSIGNMENT SHEET 1

DEFINING HAIR COLORING

XIX

Name ________________________________ Score ________

OBJECTIVE 11

Determine primary, secondary, and tertiary hues on a color wheel.

DIRECTIONS

Determine if each color is primary (P), secondary (S), or tertiary (T). Write the correct letter, P, S, or T, in the appropriate blank.

Functional Reading Skills
- Use content area vocabulary

___a. Yellow

___b. Red-Orange

___c. Green

___d. Blue-Green

___e. Orange

___f. Red-Violet

___g. Blue

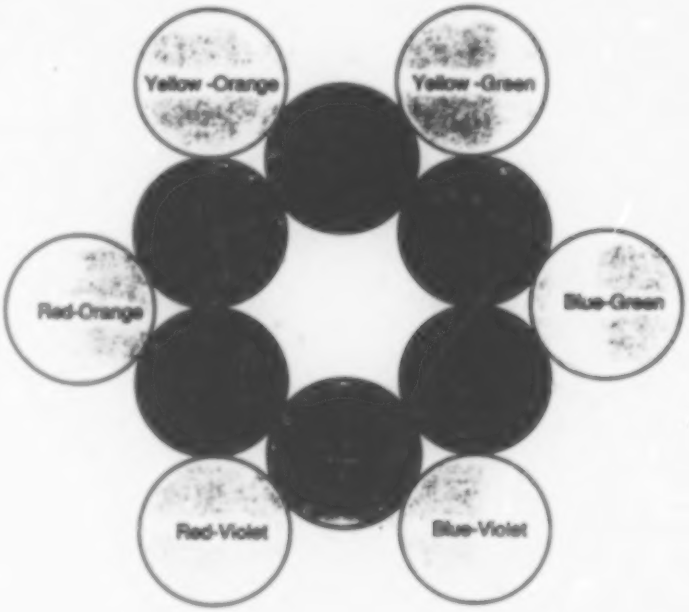
___h. Violet

___i. Yellow-Orange

___j. Red

___k. Blue-Violet

___l. Yellow-Green


Yellow -Orange
Yellow -Green
Red-Orange
Blue-Green
Red-Violet
Blue-Violet

DEFINING HAIR COLORING

ASSIGNMENT SHEET 1

a. P

b. T

c. S

d. T

e. S

f. T

g. P

h. S

i. T

j. P

k. T

l. T

WRITTEN TEST

DEFINING HAIR COLORING

XIX

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with hair coloring to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Primary chemical developer in the hair coloring process

___ 2. An allergic skin reaction to the chemicals in aniline derivatives

___ 3. Overlapping scale layers on the cuticle of the hair shaft

___ 4. The potential, low to high, of a tint or lightener to lighten the natural hair color

___ 5. Minute color-forming matter found in the pigment of the hair

___ 6. Chemical action of releasing oxygen to combine with other substances

___ 7. All colors other than white, grey, or black

___ 8. The most popular and common temporary hair coloring; applied with an applicator bottle

___ 9. A preparation used to restore elasticity, strength, sheen, and manageability to damaged hair

a. imbrications

b. cuticle

c. highlighting

d. lift

e. spot tinting

f. decolorization

g. hypersensitivity

h. conditioner

i. hydrogen peroxide

j. oxidation

k. double process

l. color rinses

m. crayon hair colors

n. melanin

o. cortex

p. chromatic colors

q. soap cap

May be photocopied for student use.

___10. Inner layer of the hair shaft containing melanin and pigment

___11. Temporary colors, available in many shades; a compound of color pigment and synthetic waxes; primarily used for hairline touch-up

___12. Protective outer layer of the hair shaft

___13. Process of lightening or removing natural color from the hair; measured in degrees of color change

PART II

___ 1. Blue, yellow, and red

___ 2. Written record for each client

___ 3. Hair with tight imbrications, usually found in grey hair

___ 4. Application of lightener or hair coloring tot he new growth of hair at the scalp

___ 5. Hair coloring which lasts from four to six shampoos

___ 6. Hair coloring done using a one application product

___ 7. A combination shampoo and permanent hair color used to highlight or slightly change the hair's natural color

a. developer
b. highlighting
c. primary colors
d. toner
e. retouch
f. record card
g. resistant hair
h. soap cap
i. demarcation line
j. spot tinting
k. stripping

May be photocopied for student use.

___ 8. Careful application of a tint to uneven, previously-tinted areas

___ 9. A visible streak between previously tinted hair and the regrowth of the natural hair color

___10. Chemical such as hydrogen peroxide which acts as an oxidizing agent

___11. Two-step process; usually hair is dramatically lightened then re-dyed with a toner

___12. Product used to remove natural and artificial color from the hair

___13. Special lightening, brightening effect used on selected strands of hair

l. single-process coloring

m. double-process

n. semi-permanent coloring

o. porosity

p. stand test

q. artificial color remover

PART III

___ 1. Synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

___ 2. Penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint

___ 3. The hair's ability to absorb moisture

a. strand test

b. tints

c. predisposition test

d. oxidizer

e. toner

f. powder lightener

g. stripping

May be photocopied for student use.

___ 4. Used to determine allergic reaction or hypersensitivity of the skin to an aniline derivative tint; also called a patch test

___ 5. Preliminary application of hair coloring product to a small strand of hair

___ 6. Acid balanced colors with azo dyes and water; only last until the next shampoo

___ 7. Coloring products which can both lift and deposit color to the hair

___ 8. Procedure used to lighten or darken hair back to its natural color

___ 9. A light color applied to prelightened hair, thereby requiring a double-process application

___10. Application of permanent hair color to hair which has never been chemically treated

___11. Temporary hair colors applied to dry hair from aerosol cans; used for special effects

___12. Removal of penetrating tints, metallic dyes, or natural pigments from the hair shaft

___13. White, grey, and black

h. spot lightening/ bleaching

i. temporary coloring

j. porosity

k. spray hair colors

l. virgin tint

m. para-phenylene diamine

n. medulla

o. tint back

p. achromatic colors

q. penetrating tint

May be photocopied for student use.

PART IV

___ 1. Chemical found in semi-permanent hair coloring which combines with ammonium thioglycolate to enable color to slightly penetrate the cortex

___ 2. Procedure used with artificial color remover or bleach to remove an unsatisfactory shade of color from the hair

___ 3. Temporary colors in a creme base; available in tube and jar; easily removed, they are extensively used by actors and entertainers

___ 4. Any tint, dye, color, or filler that deposits color on the cuticle or into the cortex

___ 5. Innermost layer of the hair shaft

___ 6. Gold or brassy areas caused by improper line of discolorization

___ 7. Color obtained when a pure color has white added

___ 8. Hair that has not been treated with a chemical service

___ 9. Any substance which releases oxygen during the oxidation process

a. powder lightener

b. color restorers

c. creme colors

d. pH scale

e. oxidizer

f. hair tint

g. virgin hair

h. tint of a colors

i. aniline derivative

j. medulla

k. spot lightening/bleaching

l. tint removal

m. azo dyes

n. gold band

o. cuticle

p. sulphur

q. imbrications

May be photocopied for student use.

___10. Fast acting lightener with oxygen releasing boosters; too harsh to be used on scalp; primarily used for special effects and off-scalp procedures

___11. A by-product of coal tar; not a dye itself, produced when an amino acid and a developer are mixed

___12. Application of an artificial color remover or bleach to dark spots or streaks to even out color

PART V

___ 1. Simple form used to release the salon and cosmetologist from responsibility for damages occurring during chemical services

___ 2. Partial lightening techniques used on small sections of hair within a style

___ 3. Colors obtained when a primary color and a secondary color are mixed

___ 4. Colors obtained by mixing equal parts of any two primary colors

___ 5. Color attained when black is added to a pure color

___ 6. Color obtained by adding grey to a pure color

a. tone of a color

b. pH scale

c. overlapping

d. developer

e. tertiary colors

f. azo dyes

g. cuticle

h. pigment

i. secondary colors

j. shade of a color

k. release statement

l. complementary colors

May be photocopied for student use.

___ 7. Colors found directly opposite each other on the color chart

___ 8. Condition caused during a retouch, by tint or lightener touching earlier treated hair; may create a line of discoloration and cause hair to weaken and break

___ 9. The measure of alkalinity or acidity in a substance; indicates its potential hydrogen

___10. Substance which gives color to hair, skin, dyes, inks, tints, and toners

___11. Synthetic dyes primarily used in temporary hair coloring products; only coat or deposit color on the outside of the cuticle

___12. Also known as metallic salt dyes; early hair dyes made from combinations of silver, copper, lead, and the mild acid pyrogallol; not used in professional salons

m. chromatic colors

n. color restorers

o. streaking, frosting, tipping, painting

p. Hypersensitivity

q. decolorization

May be photocopied for student use.

PART VI

___ 1. Preparations used to fill overly porous hair so it will hold color evenly; usually contains proteins, keratin, and a base color such as brown, red, or gold; used during lightening and coloring procedures

___ 2. Color with a concentrated blue or violet base; used to neutralize and adjust the red and gold tones in the hair

___ 3. Chemical usually found in semi-permanent hair color, which in combination with sulphur, enables color to partially penetrate the cortex

___ 4. Instrument used to measure the strength or volume of hydrogen peroxide

___ 5. A penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation

___ 6. Early vegetable and herb dyes that coat the hair cuticle and build up with repeated applications

___ 7. A streak of band created by overlapping tint onto previously tinted hair

a. oxidation tint

b. progressive dye

c. ammonium thioglycolate

d. color filler

e. drabber

f. hydrometer

g. line of discoloration

May be photocopied for student use.

OBJECTIVE 2 **List purposes of hair coloring.** List four purposes in the spaces provided.

1. ____
____

2. ____
____

3. ____
____

4. ____
____

OBJECTIVE 3 **Identify classifications of hair coloring.** Write a "T" for temporary, a "S-P" for semi-permanent, and a "P" for permanent. There can be more than one correct answer. Write the correct letters in the blanks.

___ 1. Color pigment penetrates the cuticle

___ 2. Lasts only until the next shampoo

___ 3. Application methods: single-process and double-process

___ 4. Requires periodic retouching

___ 5. Bonds to the cuticle instead of penetrating into the cortex

___ 6. Commonly applied as color rinses

___ 7. Formulated to last four to six shampoos

___ 8. Requires a developer such as hydrogen peroxide

___ 9. Self-penetrating coloring product

May be photocopied for student use.

___10: Known as aniline derivative tints, penetrating tints, and oxidizing tints

___11. Contains acid balanced azo dyes

___12. Penetrates the cuticle and deposits permanent color into the cortex

___13. Requires no peroxide developer but may contain aniline derivatives

___14. Has no lightening action

OBJECTIVE 4

Describe the effects of hair coloring on the hair shaft. Use short sentences to describe the three primary ways in which the color of the hair can be altered.

1. ______________________________

____

____

____

____

____

2. ______________________________

____

____

____

____

____

May be photocopied for student use.

3. ______________________________

____

____

____

____

____

OBJECTIVE 5 **Select from a list true statements about color theory.** Write an "X" in the blank before each correct answer.

___ 1. Colors are categorized as two types: achromatic and chromatic.

___ 2. Black, white, and grey are chromatic colors.

___ 3. Red, yellow, and blue are primary colors.

___ 4. Tertiary colors are created by equal mixture of a primary color and its adjacent secondary color.

___ 5. Secondary colors, orange, green, and violet are created by an equal mix of all three primary colors.

___ 6. Mixing complementary colors creates neutral browns.

___ 7. Complementary colors are any two colors located adjacent to each other on the color wheel.

___ 8. When added to a pure color, black affects its shade.

___ 9. White is an equal mix of all colors in the spectrum.

___10. Grey affects the tint of a color.

___11. Colors are darkened and lightened by adding or mixing with achromatic colors.

May be photocopied for student use.

___12. The three groups of chromatic colors are primary, secondary, and tertiary.

___13. Primary colors are not derived from any mixture.

OBJECTIVE 6

Choose the correct word or phrase to complete statements about warm and cool colors. Write the correct letter in the blank space.

1. Light and dark refer to a color's ______________.
2. Cool and ______________ refer to a color's tonal value.
3. Cool colors are referred to as ______________.
4. Blue and ash shades are ______________.
5. Warm colors produce ______________ highlights on the hair.
6. Silver, platinum, ash, and smoke are examples of ______________.
7. Cool colors work well with ______________ eyes.
8. Warm colors work well with ______________ complexions.

a. feminine

b. gold or red

c. depth

d. creamy and fair

e. drab

f. cool colors

g. warm

h. ruddy and dry

i. cool

j. green and brown

May be photocopied for student use.

OBJECTIVE 7

Distinguish among factors that influence color selection. Write the correct letters in the blanks.

P = physical factor
Cl = client factor
Co = cosmetologist factor

___ 1. Level and depth of natural hair color

___ 2. Desire for temporary or permanent hair color change

___ 3. Condition of hair, especially its porosity

___ 4. Cost of services: initial, retouch, reconditioning

___ 5. Convenience of home care and maintenance

___ 6. Natural highlights

___ 7. Skill in formulating the correct color for the individual

___ 8. Personality/lifestyle

___ 9. Skin tone/complexion/eye color/shade

___10. Willingness and ability to return for upkeep

OBJECTIVE 8

Choose the correct word or phrase to complete statements about levels of hair coloring. Write the correct letters in the blanks.

1. Analyze ______________ present in natural hair color
2. Determine if the client wants to go ______________
3. Examine hair for ______________ overtones
4. Select a ______________ from a color chart or swatch closest to the hair's natural color

a. highlights
b. shade
c. color
d. darker or lighter
e. overtones
f. level system formulator

May be photocopied for student use.

5. Compare the depth of the _______________ with the natural color

6. Determine if the client wants _______________ and, if so, how close to the desired color

7. Refer to a professional _______________ to determine the correct level and _______________ for the product you are using

g. warm or cool

h. developer strength

i. desired color

j. depth

OBJECTIVE 9

Select from a list true statements about the qualities of hair coloring developers. Write an "X" in front of each true statement.

___ 1. The most commonly used developer is 20 volume hydrogen peroxide.

___ 2. Hydrogen peroxide (H_2O_2) is a mild acid with a pH of 3.5 to 4.

___ 3. Volume refers to the capacity of peroxide to give up hydrogen.

___ 4. The higher the volume, the more the lift.

___ 5. The developer and tint base come in ready mixed formulas.

___ 6. Most tints are aniline derivative and contain small para-phenylene diamine dye molecules which easily pass through the cuticle into the cortex.

___ 7. After oxidizing, large dye molecules become permanently trapped in the imbrications of the cuticle.

___ 8. Ammonia in the tint base is an acid which makes the cuticle shrink and capture the tint.

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___ 9. Hydrogen peroxide is unstable and should never be mixed in a metal container.

___10. Hydrogen peroxide is available in tablet, cream, and liquid form.

___11. After mixing developer and tint base, the formula has an indefinite shelf life.

___12. 30 volume and higher hydrogen peroxide is very drying and damaging to the hair and can cause scalp irritation.

OBJECTIVE 10

Relate hair coloring to other services. Use your own words to list five possible services which may result from color services.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

NOTE: Objective 11 is evaluated on assignment sheet in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

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WRITTEN TEST ANSWERS

DEFINING HAIR COLORING

XIX

OBJECTIVE 1

PART I

1. i
2. q
3. g
4. m
5. n
6. j
7. p
8. l
9. h
10. o
11. m
12. b
13. f

PART II

1. c
2. f
3. g
4. e
5. n
6. l
7. h
8. j
9. i
10. a
11. m
12. q
13. b

PART III

1. m
2. q
3. j
4. c
5. a
6. i
7. b
8. o
9. e
10. l
11. k
12. g
13. p

PART IV

1. p
2. l
3. c
4. f
5. j
6. n
7. h
8. g
9. e
10. a
11. i
12. k

PART V

1. k
2. o
3. e
4. i
5. j
6. a
7. l
8. c
9. b
10. h
11. f
12. n

PART VI

1. d
2. e
3. c
4. f
5. a
6. b
7. g

OBJECTIVE 2

Answer should include any four of the following purposes:

- To cover grey hair or return it to its natural shade
- To change the hair's natural shade to a more fashionable or attractive color
- To return bleached or lightened hair to its natural color
- To create decorative or flattering special effects
- To enhance or highlight the hair's natural color

OBJECTIVE 3

1. S-P or P
2. T
3. P
4. P
5. T
6. T
7. S-P
8. P
9. S-P
10. P
11. T
12. P
13. S-P
14. T

OBJECTIVE 4

Answer should include the following:

1. Coating the cuticle of the hair shaft with pigment
    - No changes occur in the molecular structure of the hair.
    - Artificial pigment physically bonds to the cuticle.
    - Synthetic pigment granules only adhere temporarily.
    - Pigment molecules are trapped between imbrications.
2. Removing the natural pigment in the cortex
    - Color removal involves molecular structural changes in the hair.
    - Decolorizing is a lightening process.
    - Cuticle imbrications are softened and separated.
    - Swelling and increased porosity allows penetration of the lightening compounds into the cortex.
    - Natural pigment structure is oxidized.
    - Molecules become lighter to almost colorless.
    - The degree of decolorization is controlled by the strength of the lightener and the length of time used.
3. Coloring the natural pigment in the cortex
    - Coloring involves the chemical deposit of synthetic color to the natural pigment.
    - Cuticle imbrications are softened and swell.
    - Increased porosity allows color to penetrate into the cortex.
    - Coloring the natural pigment produces a new permanent color.

OBJECTIVE 5

1, 3, 4, 6, 8, 9, 11, 12, 13

OBJECTIVE 6

1. c
2. g
3. e
4. i
5. b
6. f
7. j
8. d

OBJECTIVE 7

1. P
2. Cl
3. P
4. Co
5. Cl
6. P
7. Co
8. Cl
9. P
10. Cl

OBJECTIVE 8

1. j
2. d
3. g
4. c
5. i
6. a
7. f, h

OBJECTIVE 9

1, 2, 4, 6, 9, 10, 12

OBJECTIVE 10

Answer should include any five of the following services:

- Styling, facial, and color coordinated make-up services
- Reconditioning of damaged hair prior to haircoloring services
- Regular periodic re-touching services
- Reconditioning on a regular basis
- Softening and relaxing services for resistant hair
- Periodic changes of hair color and tint-back services

OBJECTIVE SHEET

COLORING — PRELIMINARY PRECAUTIONS

XX

INTRODUCTION

Hair coloring demands preliminary precautions. In fact, this may be the single most important part of the coloring service. Your professional attitude and skill in preparing for a hair coloring service will help facilitate the successful execution of the service and will help insure a satisfied client. From the initial consultation, you will want to protect the client's clothing, see to her/his comfort, and practice safety in dealing with potentially harmful chemicals. It is extremely important to accurately record all details of the consultation, tests, and results. Allow enough time so the client has a clear understanding of the services you will render and the results you expect.

UNIT OBJECTIVE

After completing this unit, the student will be able to understand and apply basic preliminary precautions that precede hair coloring services. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with preliminary precautions to their correct definitions.
2. Discuss preliminary and follow-up consultations.
3. List information necessary for completing client record card and hair coloring release form.
4. List protective measures for the cosmetologist.
5. Select from a list protective measures for the client.
6. Arrange in order steps in performing a predisposition test.
7. List in order steps in performing a preliminary strand test
8. Perform a predisposition test. (Job Sheet 1)
9. Perform a preliminary strand test. (Job Sheet 2)

SUGGESTED ACTIVITIES

COLORING — PRELIMINARY PRECAUTIONS XX

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a hair color specialist from a local salon to speak to the class.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audio visual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with preliminary precautions to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Discuss preliminary and follow-up consultations.

- Discuss preliminary and follow-up consultations with students.
- Have students pair up and practice communication and questioning skills.
- Use Extensions & Options to assist students in testing for metallic salt dyes.

Objective 3: List information necessary for completing client record card and hair coloring release form.

- Use the student supplement to familiarize students with a client record card.

- Discuss professional aspects of keeping detailed, accurate, and complete records. Include, but do not limit discussion to, legal concerns.

Objective 4: List protective measures for the cosmetologist.
Objective 5: Select from a list protective measures for the client.

- Stress the importance of constant awareness of safety, especially involving the use of potentially dangerous chemicals.

Objective 6: Arrange in order steps in performing a predisposition test.
Objective 7: List in order steps in performing a preliminary strand test.

- Demonstrate a patch test and a strand test to the class.

- Stress the importance of accurate performance of these two procedures.

APPLICATION

Objective 8: Perform a predisposition test.
Objective 9: Perform a preliminary strand test.

- Have students complete Job Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify material in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.

- Complete appropriate section of competency profiles.

- Retest and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Hair Coloring and Lightening.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included, no. 30785-127).
- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)
- *Hair Coloring*, by Milady. Units titled: *Color Theory*, #1; *Single Process Tint Application*, #2; *Tint Retouch*, #3; *Hair Lightening*, #4; ISBN 0-87350-660-X VHS, ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts)

Print Media

- *Miss Clairol Professional.* Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1980.
- Kibbee, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology,* 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

TESTING FOR METALLIC SALT DYES

INTRODUCTION

If a client indicates that he/she has used home-applied coating dyes, examine the hair for dryness, dullness, and a harsh brittle touch. Coating dyes may also fade to unnatural shades or tones such as a purple, greenish, or red cast. If you suspect the presence of coating dyes, it will be necessary to perform a test for the presence of metallic dyes before proceeding with the coloring service.

Test Procedures

- Mix twenty drops of ammonia and one ounce of 20 volume hydrogen peroxide in a small glass container.
- Cut a strand from the back crown area, wrap one end with tape and submerse in the test solution for thirty minutes.
- Remove the strand, blot dry, and carefully examine.

Reactions To Look For

- Hair colored with a copper base dye will boil and easily break or pull apart.

  NOTE: Hair will boil or feel hot, have a repulsive odor, and easily pull apart.
- Lead-dyed hair will lighten very quickly.
- Silver-treated hair may have no reaction at all.
- Coating dyes such as henna and vegetable dyes will lighten in spots or not change color.

Operator Responses

- If the above conditions exist, the dyes will have to be removed and the hair may need preconditioning treatments before hair coloring products are applied.

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- Select and apply an artificial color remover or specialized shampoo preparations to remove color restorers or coating dyes. Two applications may be required. If so, wait 24 hours between applications. In extreme cases, it may be necessary to cut all hair impregnated with the dyes.
- Record all results on client record card and advise client of the severe problems that may result if all dyes are not removed before further coloring services.

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INFORMATION SHEET — *COLORING — PRELIMINARY PRECAUTIONS* — *XX*

OBJECTIVE 1

Match terms associated with preliminary precautions to their correct definitions.

- **aniline derivative** — a by-product of coal tar, not a dye itself; produced when an amino acid and a developer such as hydrogen peroxide are mixed; also known as penetrating or oxidizing tint
- **color filler** — chemical preparations formulated to deposit a base color and equalize porosity, using a double application
- **color restorers** — early hair dyes made from combinations of silver, copper, lead, and the mild acid pyrogallol; not used in professional salons; also called metallic salt dyes or coating dyes
- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **para-phenylene diamine** — synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative
- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidizing tint
- **porosity** — the hair's ability to absorb moisture; important during tinting or toning, for the hair to accept color deposits
- **predisposition test** - commonly called a patch test; used to determine allergic reaction or hypersensitivity of the skin to an aniline derivative tint; given 24 hours prior to application of the tint to the client's hair
- **preliminary strand test** — preliminary application of hair coloring to a small strand of hair; determines correct product mixture, development time, and coloring results
- **record card** - written record for each client; lists details such as hair condition, structure, patch test and strand test results, chemical services, color selection, and results of application

- **release statement** — simple form used to release the salon and operator from responsibility for damages occurring during chemical services
- **resistant hair** — hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied

OBJECTIVE 2 **Discuss preliminary and follow-up consultations.**

There are certain standard procedures that should be followed before and after your client arrives in the salon. These procedures vary slightly depending on whether it is the preliminary consultation or a follow-up consultation.

Preliminary Consultation

- **Before the client arrives**
  - Schedule initial consultation at least 24 hours before hair coloring appointment.

    NOTE: It may be necessary to give the client a predisposition and/or strand test.
  - Organize and sanitize the work area.
  - Assemble implements and supplies as well as color charts, release forms, and record card.
  - Review client's record card if one is available.
  - Review patch test and strand test procedures.
  - Read manufacturer's directions for product use.

    NOTE: A simple, time saving step is to administer a patch test and preliminary strand test at the same preliminary consultation.
- **After the client arrives**
  - Greet client.
  - Have client remove and safeguard jewelry.

- Seat client.

- Sanitize hands.

- Drape client for protection.

- Detangle dry hair with comb.

  NOTE: Perform consultation in good lighting. Natural light is preferable. If natural light is not available, arrange incandescent light in front of the client and fluorescent "daylight" fixtures behind the client.

- **Examination of hair and scalp**

  - Check for scalp irritations, abrasions, cuts, or contagious scalp diseases.

⚠ **CAUTION:** Never apply hair coloring chemicals to unhealthy scalp; instead, postpone the coloring service until the condition is corrected.

  - Check for presence of metallic dyes or compound dyes.

    NOTE: If you suspect the presence of metallic salts, ask the client if there has been a previous application of home hair coloring. If so, you may need to perform a test for metallic salts. Information concerning how to test for metallic salts is included in Extensions & Options. If present, they will have to be removed and hair will need to be reconditioned before any new coloring service can be rendered.

  - Record results of hair and scalp examination on the client's record card.

- **Discussion with the client**

  - Hair's general condition

  - Existing natural color

  - Desired results and shade: same, lighter, or darker

- Color process to be used: temporary, semi-permanent, or permanent

---

⚠ **WARNING:** Studies by the National Cancer Institute have found that women who color their hair have a fifty percent higher risk of developing non-Hodgkin's lymphoma when compared to women who never dye their hair. Risk increases by about seventy percent for women using permanent hair coloring products and forty percent for women using nonpermanent dyes.

- Home upkeep and future salon services
- Cost of services
- Necessary tests: patch test and/or strand test
- Relation of desired color to natural hair color and skin tones

  EXAMPLE: Light complexions work well with light to medium shades; dark complexions work well with medium-dark hair colors.

- Available range of colors as shown in color charts and swatches
- Client's final color selection
- Record results of client consultation and choices on the client's record card.

- **Strand test and patch test**
  - Perform patch test and preliminary strand test.
  - Make necessary adjustments as determined by the strand test.
  - Record strand test results on client's record card.
  - Record date, time, and formula of coloring product used in the predisposition test.

    - Instruct client to leave patch test area uncovered and undisturbed for 24 hours.
    - Schedule a follow-up consultation and coloring service for the next day, at least 24 hours later.
    - If temporary haircoloring is chosen and no tests are necessary, schedule the coloring service at the client's convenience.

Follow-up Consultation

- Greet the client.
- Have client remove and safeguard jewelry.
- Seat client.
- Sanitize hands.
- Drape client for wet services protection.
- Examine test area for positive or negative reactions to previous tests.
- Record results on client's record card.
- Proceed according to results.

OBJECTIVE 3 **List information necessary for completing client record card and hair coloring release form.**

- **Client's record card**
    - Client's name, address, and phone number
    - Date of consultations and services
    - Description of client's hair before coloring service
    - Coloring process to be used
    - Whether virgin tint or retouch
    - Patch test information: exact formula, date of test, results

- Strand test results: exact formula, brand, timing, adjustments
- Special treatments required such as softener or filler
- Procedure used and whole head results
- Yours and client's comments
- Suggestions for future coloring services
- Recommended home upkeep and future salon services: conditioning and retouching

  NOTE: Detail, accuracy, and completeness will result in greater efficiency and client satisfaction.

- **Hair coloring release form**
  - Client's name, address, and phone number
  - Condition of client's hair prior to services
  - Coloring service rendered
  - Cosmetologist's name
  - Statement of release
  - Signature of client
  - Signature of witness
  - Date of service

OBJECTIVE 4 **List protective measures for the cosmetologist.**

- Keep detailed client records for all coloring services.
- Keep all haircoloring release forms.
- Wear rubber gloves during all hair coloring procedures.

  NOTE: Skin allergies can develop at any time, even after years of product use.

- Wear a tint apron to protect your clothing.
- Always point the tint bottle opening away from yourself when removing the lid.
- Avoid all contact with your eyes by any hair coloring products.
- Sanitize hands after working with every client.

OBJECTIVE 5 **Select from a list protective measures for the client.**

Protecting The Client

- Never apply hair coloring products to a client who has scalp abrasions, irritations, cuts, or contagious disorders.
- Never apply tints or bleaches to hair with metallic salt dyes present. Dye removal and reconditioning is necessary before any further coloring service can be rendered.
- Never apply hair coloring products to eyelashes or eyebrows, as this could result in blindness.
- To avoid irritating the scalp, never brush the hair prior to applying a coloring product.
- If shampooing is necessary prior to a color service, avoid brisk massaging of the scalp.
- Always perform a predisposition test 24 hours before applying an aniline derivative tint.
- Always perform a strand test to check color results, timing, and potential hair breakage before each tint application.
- Consult your client about all aspects of the coloring service you intend to perform.
- Never point the tint bottle opening toward the client when removing the lid.
- Use fresh products immediately after mixing.
- Follow manufacturer's directions, measuring accurately.

- Use only glass or plastic bowls or containers to mix bleaching or tinting solutions.

- Avoid using hot water to rinse tints or bleaches from the hair.

- Discard unused tinting solutions. Do not rebottle.

- Sanitize hands before and after working with each client.

Draping The Client For Wet Services

- Have client remove and safeguard jewelry.

- If clothing has a collar, turn it neatly inside to avoid wrinkling.

- Place a sanitized towel lengthwise across the client's back and over the shoulders. Make sure the towel extends up to the hairline at the nape of the neck. Overlap the ends under the client's chin.

- Place the cape across the front of the client. Adjust for a good fit and fasten it in the back. Make sure the cape doesn't come in contact with the client's skin.

- Place a second sanitized towel across the shoulders, over the cape. Overlap the ends again under the chin and fasten with a clip.

- Proceed with coloring services.

NOTE: If you are only performing a patch test and/or preliminary strand test, you may drape the client with a neck strip and shampoo cape, but all wet services should be draped as above.

OBJECTIVE 6 **Arrange in order steps in performing a predisposition test.**

⚠ **CAUTION:** Some people may be hypersensitive or allergic to the chemicals in aniline derivative tints and toners. Federal law requires that a predisposition test be given 24 hours prior to the application of an aniline tint or toner.

---

1. Sanitize hands.

2. Have client remove and safeguard jewelry.

3. Drape client.

4. Put on rubber gloves.

5. Select a small area about the size of a quarter, behind and at the top of either ear or on the inside fold of either elbow.

6. Use a cotton ball, soap, and water to thoroughly wash the area. Pat the area dry with another cotton ball.

7. Carefully mix the test solution according to the manufacturer's recommendations.

8. Apply tint or toner to the test area with a sterile cotton swab.

9. Allow the test area to dry.

10. Record date, time, tint brand, and exact formula used on the client's record card.

11. Leave the area uncovered and undisturbed for 24 hours.

12. After 24 hours, carefully examine the test area.

13. Note the results on client's record card.

    NOTE: In a negative test result, the skin will appear normal and show no signs of inflammation. The tint or toner may be safely used. A positive test will produce redness, swelling, blisters, burning, and itching. This tint must not be used as the client is allergic to it. A client may be allergic to a specific brand of tints. If the client still wants haircoloring services, a second patch test may be performed using a different brand of coloring. Follow the same procedures listed above but use a different test area.

OBJECTIVE 7

List in order steps in performing a preliminary strand test.

A preliminary strand test will help you determine if the correct color selection was made; the correct timing for the desired results; breakage caused by previous chemical services; necessity for further pre-conditioning services; and necessity for a filler.

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.
4. Put on rubber gloves.
5. Make careful scalp and hair examination.

   NOTE: If unhealthy conditions exist, postpone the strand test until conditions have been corrected. If hair is extremely oily, soiled, or has a buildup of hair spray, it must be gently shampooed, thoroughly rinsed, and dried under a cool dryer.

6. If the hair is healthy, proceed according to manufacturer's directions.
7. Mix a small amount of tint or toner.
8. Apply mixture to a strand of hair selected from between the crown and the nape.

   NOTE: Apply mixture to hair according to procedure to be performed.

9. Allow tint to process according to recommended timing.
10. Rinse the tint from the strand with warm water.
11. Towel dry the strand and examine the results.
12. If results are different from those desired, adjust the formula and perform another strand test until desired results are obtained.
13. Note all results, timing, and problems on client's record card.

CLIENT RECORD CARD

HAIR COLORING

NAME ______________________ DATE __________

ADDRESS ______________________ CITY __________

ZIP CODE ____________ TELEPHONE NO. ____________

ORIGINAL HAIR CONDITION:

____

____

____

ORIGINAL SAMPLE ENCLOSED? Yes ___ No ___

CORRECTIVE TREATMENTS:

Color filler used? ____ Preconditioner used? _____

TINTING PROCESS USED:

Virgin tint? _____ Retouch? _____ Whole head? _____

Shade desired ____________ Brand ____________

Formula: color ____________ lightener __________

PATCH TEST:

Date __________ Formula __________ Results __________

STRAND TEST:

Date _____ Formula __________ Brand __________ Timing ______

Adjustments ____________

OPERATOR COMMENTS: __________________________

____

CLIENT COMMENTS: ____________________________

SUGGESTIONS FOR FUTURE COLORING SERVICES:

____

____

____

RECOMMENDED HOME UPKEEP AND SALON SERVICE:

Conditioning _________ Retouching _________

RELEASE STATEMENT

RELEASE STATEMENT

CLIENT'S NAME ______________________________ TEL. ______________

ADDRESS __________________ CITY __________________ ZIP ________

ORIGINAL HAIR CONDITION:

____

____

TINT USED: Brand __________________ Formula __________________

OPERATOR PERFORMING SERVICE ______________________________

I fully understand that the haircoloring service I have requested and am about to received is usually harmless to normal hair, but may damage my hair due to its present condition.

With this understanding, I accept full responsibility for any possible damage that may result, directly or indirectly to my hair.

Client's Signature ____

Witnessed by ___________________________________ Date __________

COLORING — PRELIMINARY PRECAUTIONS XX

JOB SHEET 1

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

WRITING SKILLS

— Completing forms and records

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

— Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.
  - Suggest that they be ready to listen before beginning the communication.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Remind them to take appropriate notes and repeat pertinent information.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.

- Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
- Discuss the importance of body language and posture.
- Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.

- Discuss customer relations policies.

JOB SHEET 2

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

READING SKILLS

- Following written instructions

WRITING SKILLS

- Completing forms and records

ORAL COMMUNICATION SKILLS

- Applying active listening skills

- Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

- Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

- Identifying critical elements/issues

- Drawing conclusions

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty identifying critical elements/issues:
  - Instruct them to read or examine their sources carefully, noting key words and ideas.
  - Instruct them to listen or watch carefully for clue words that suggest a critical issue is being presented.
  - Suggest they list the questions they hope to answer.
- If students have difficulty drawing conclusions direct them to examine the collected data and look for patterns, the range of ideas expressed, the language used, the pictures or illustrations that accompany the information, and what they are trying to get the reader to believe.
- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1 — COLORING — PRELIMINARY PRECAUTIONS — XX

OBJECTIVE 8

Perform a predisposition test.

IMPLEMENTS AND EQUIPMENT

- Shampoo or tint cape
- Measuring spoons
- Small plastic or glass dishes
- Protective gloves

SUPPLIES

- Neck strip
- Cotton balls
- Cotton swabs
- Developer product to be used
- Client record card

PROCEDURE

1. Greet client.
2. Consult with client.
3. Have client remove and safeguard jewelry.
4. Sanitize hands. Put on protective gloves.
5. Seat and drape client.
6. Select a small area about the size of a quarter, behind and at the top of either ear or on the inside fold of either elbow.
7. Use a cotton ball, soap, and water to thoroughly wash the area. Pat the area dry with another cotton ball.
8. Carefully mix test solution according to manufacturer's directions.
9. Apply test solution to the test area with a sterile cotton swab.
10. Allow the test area to dry.
11. Use the client record card to note time, tint brand, and exact formula used.
12. Instruct client to leave the test area uncovered and undisturbed for 24 hours.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

13. Sanitize work area, implements, equipment, and hands.
14. Have instructor evaluate your work.
15. After 24 hours, carefully examine the test area.
16. Note the results on the client record card.

JOB SHEET 2 — COLORING — PRELIMINARY PRECAUTIONS — XX

OBJECTIVE 9 **Perform a preliminary strand test.**

IMPLEMENTS AND EQUIPMENT

- Shampoo or tint cape
- Towels
- Measuring spoons
- Small plastic or glass dishes
- Detangling comb
- Clips
- Client record card

SUPPLIES

- Neck strip
- Tint to be used
- Developer product to be used
- Protective gloves
- Tint brush or tint stick

NOTE: The tint stick can be an orangewood stick, cotton swab stick or wooden spatula.

PROCEDURE

1. Greet client.
2. Consult with client.
3. Have client remove and safeguard jewelry.
4. Sanitize hands. Put on protective gloves.
5. Seat and drape client for wet services.
6. Make careful scalp and hair examination.
7. If hair and scalp are healthy, proceed according to manufacturer's directions.
8. Mix a small amount of tint and developer.

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Identify critical elements/issues
- Draw conclusions

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

9. Apply tint solution to a strand of hair selected from between the crown and nape.

   NOTE: Apply mixture to hair according to the procedure to be performed.

10. Allow tint to process according to recommended timing.

11. Rinse the tint from the strand with warm water.

12. Towel dry the strand and examine the results.

13. If results are different from those desired, adjust the formula and perform another strand test until desired results are obtained.

14. Note all results, timing, and problems on client record card.

15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

PRACTICAL TEST 1

COLORING — PRELIMINARY PRECAUTIONS XX

JOB SHEET 1

Perform a predisposition test.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ___

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Greeted and consulted with client in a professional manner	___	___
2. Had client remove and safeguard jewelry	___	___
3. Sanitized hands and put on protective gloves	___	___
4. Seated and draped client	___	___
5. Washed and dried test area correctly	___	___
6. Correctly mixed test solution	___	___
7. Correctly applied test solution to test area	___	___
8. Allowed test area to dry	___	___
9. Accurately recorded information on client record card	___	___

	Yes	No
10. Instructed client to leave test area uncovered and undisturbed for 24 hours	___	___
11. After 24 hours, carefully examined test area	___	___
12. Correctly noted test results on client record card	___	___
13. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Performed a predisposition test accurately and completely	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

COLORING — PRELIMINARY PRECAUTIONS XX

JOB SHEET 2

Perform a preliminary strand test.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Greeted and consulted with client in a professional manner	___	___
2. Had client remove and safeguard jewelry	___	___
3. Sanitized hands and put on protective gloves	___	___
4. Seated and draped client for wet services	___	___
5. Made careful scalp and hair examination	___	___
6. Correctly mixed a small amount of tint solution	___	___
7. Correctly selected a strand of hair and applied tint solution to the strand	___	___
8. Allowed tint to process according to recommended timing	___	___
9. Rinsed tint from strand with warm water	___	___

	Yes	No
10. Towel dried the strand and examined results	___	___
11. Adjusted formula if necessary and repeated test	___	___
12. Correctly noted test results on client record card	___	___
13. Sanitized work area, implements, equipment and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Performed preliminary strand test accurately and completely 4 3 2 1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

COLORING — PRELIMINARY PRECAUTIONS XX

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with preliminary precautions to their correct definitions. Write the correct letter in the blank.

___ 1. A by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed; also known as penetrating or oxidizing tint

___ 2. Synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

___ 3. Hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied

___ 4. The hair's ability to absorb moisture

___ 5. Preliminary application of hair coloring to a small strand of hair; determines correct product mixture, development time, and coloring results

___ 6. Chemical preparations formulated to deposit a base color and equalize porosity

___ 7. Commonly called a patch test; used to determine allergic reaction or hyper-sensitivity of the skin to an aniline derivative tint

a. porosity
b. release statement
c. hypersensitivity
d. preliminary strand test
e. color restorers
f. predisposition test
g. para-phenylene diamine
h. resistant hair
i. aniline derivative
j. record card
k. penetrating tint
l. color filler

May be photocopied for student use.

___ 8. Simple form used to release the salon and operator from responsibility for damages occurring during chemical services

___ 9. Early hair dyes made from combinations of silver, copper, lead, and pyrogallol; also called metallic salt dyes or coating dyes

___10. Written record for each client; lists details such as hair condition, structure, patch test and strand test results, chemical services, color selection, and results of application

___11. Penetrating hair coloring that deposits permanent color into the cortex of the hair shaft

___12. An allergic skin reaction to the chemicals in aniline derivatives

OBJECTIVE 2

Discuss preliminary and follow-up consultations. Write a brief description of each procedure included in preliminary and follow-up consultations. Parts I-V deal with the preliminary consultation; part VI with the follow-up consultation.

Part I

Before the client arrives ______________________________

____

____

____

____

____

May be photocopied for student use.

Part II

After the client arrives ______________________________

____

____

____

____

____

____

Part III

Examination of hair and scalp _________________________

____

____

____

Part IV

Discussion with the client ___________________________

____

____

____

____

____

____

____

____

May be photocopied for student use.

Part V

Strand test and patch test ______________________

Part VI

Follow-up consultation ______________________

OBJECTIVE 3

List information necessary for completing client record card and hair coloring release form.

Client record card — List nine items required on a client record card in the space provided.

May be photocopied for student use.

Hair coloring release form — List five items required on the form in the space provided below.

OBJECTIVE 4

List protective measures for the cosmetologist. List five protective measures below.

May be photocopied for student use.

OBJECTIVE 5

Select from a list protective measures for the client. Write an "X" in front of each correct statement.

Part I Protecting the client

___ 1. Never apply hair coloring products to a client who has scalp abrasions, irritations, cuts, or contagious disorders.

___ 2. Never apply tints or bleaches to hair unless metallic salt dyes are present.

___ 3. Never apply hair coloring products to eyelashes or eyebrows, as this could result in blindness.

___ 4. To avoid irritating the scalp, never brush the hair prior to applying a coloring product.

___ 5. If shampooing is necessary prior to a color service, avoid brisk massaging of the scalp.

___ 6. Always perform a predisposition test 1 hour before applying an aniline derivative tint.

___ 7. Always perform a strand test to check color results, timing, and potential hair breakage before each tint application.

___ 8. Place client's jewelry in the pocket of your uniform for safe keeping.

___ 9. To avoid confusion, do not bother to consult the client about most aspects of the coloring services which you intend to perform.

May be photocopied for student use.

___10. Never point the tint bottle opening toward the client when removing the lid.

___11. Always mix ingredients for coloring the night before they are to be used. This allows them to "cure."

___12. Follow manufacturer's directions, measuring accurately.

___13. Use only metal bowls or containers to mix bleaching or tinting solutions.

___14. Always use the hottest water possible to rinse tints or bleaches from the hair.

___15. Keep unused tinting solutions for use with the next client.

___16. Sanitize hands before and after working on each client.

Part II Draping the client for wet services

___ 1. Have client remove and safeguard jewelry.

___ 2. If clothing has a collar, pull it out of the cape to keep it from wrinkling.

___ 3. Place a sanitized towel lengthwise across the client's back and over the shoulders, making sure the towel extends up to the hairline at the nape of the neck. Overlap the ends under the client's chin.

___ 4. Place the cape across the back of the client. Adjust for a good fit and fasten it in the front.

___ 5. Place a second sanitized towel across the shoulders, over the cape. Overlap the ends again under the chin and fasten with a clip.

___ 6. Proceed with coloring services.

May be photocopied for student use.

OBJECTIVE 6 **Arrange in order steps in performing a predisposition test.** Put a "1" in front of the first step, a "2" in front of the second step, and so on.

___ Leave the area uncovered and undisturbed for 24 hours.

___ After 24 hours, carefully examine the test area.

___ Note the results on client's record card.

___ Select a small area about the size of a quarter, behind and at the top of either ear or on the inside fold of either elbow.

___ Carefully mix the test solution according to the manufacturer's recommendations.

___ Allow the test area to dry.

___ Record date, time, tint brand, and exact formula used on the client's record card.

___ Sanitize hands.

___ Apply tint or toner to the test area with a sterile cotton swab.

___ Drape client.

___ Put on rubber gloves.

___ Use a cotton ball, soap, and water to thoroughly wash the area. Pat the area dry with another cotton ball.

___ Have client remove and safeguard jewelry.

OBJECTIVE 7 **List in order steps in performing a preliminary strand test.** Write your answers in the space provided.

1. ______________________________

2. ______________________________

3. ______________________________

May be photocopied for student use.

4. ____________________

5. ____________________

____

6. ____________________

7. ____________________

____

8. ____________________

9. ____________________

10. ____________________

11. ____________________

____

____

12. ____________________

NOTE: Objectives 8 and 9 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

COLORING — PRELIMINARY PRECAUTIONS

OBJECTIVE 1

1. i
2. g
3. h
4. a
5. d
6. l
7. f
8. b
9. e
10. j
11. k
12. c

OBJECTIVE 2

Answers should include the following:

Part I

- Schedule initial consultation at least 24 hours before hair coloring appointment.
- Organize and sanitize the work area.
- Assemble implements and supplies as well as color charts, release forms, and record card.
- Review client's record card if one is available.
- Review patch test and strand test procedures.
- Read manufacturer's directions for product use.

Part II

- Greet client.
- Have client remove and safeguard jewelry.
- Seat client.

- Sanitize hands.
- Drape client for protection.
- Detangle dry hair with comb.

Part III

- Check for scalp irritations, abrasions, cuts, or contagious scalp diseases.
- Check for presence of metallic dyes or compound dyes.
- Record results of hair and scalp examination on the client's record card.

Part IV

- Hair's general condition
- Existing natural color
- Desired results and shade: same, lighter, or darker
- Color process to be used: temporary, semi-permanent, or permanent
- Home upkeep and future salon services
- Cost of services
- Necessary tests: patch test and/or strand test
- Relation of desired color to natural hair color and skin tones
- Available range of colors as shown in color charts and swatches
- Client's final color selection

- Record results of client consultation and choices on the client's record card.

Part V

- Perform patch test and preliminary strand test.
- Make necessary adjustments as determined by the strand test.
- Record strand test results on client's record card.
- Record date, time, and formula of coloring product used in the predisposition test.
- Instruct client to leave patch test area uncovered and undisturbed for 24 hours.
- Schedule a follow-up consultation and coloring service for the next day, at least 24 hours later.
- If temporary hair coloring is chosen and no tests are necessary, schedule the coloring service at the client's convenience.

Part VI

- Greet the client.
- Have client remove and safeguard jewelry.
- Seat client.
- Sanitize hands.
- Drape client for wet services protection.
- Examine test area for positive or negative reactions to previous tests.
- Record results on client's record card.
- Proceed according to results.

OBJECTIVE 3

Client record card — Answer should include any nine of the following:

- Client's name, address, and phone number
- Date of consultations and services
- Description of client's hair before coloring service
- Coloring process to be used
- Whether virgin tint or retouch
- Patch test information
- Strand test results
- Special treatments required such as softener or filler
- Procedure used and whole head results
- Yours and client's comments
- Suggestions for future coloring services
- Recommended home upkeep and future salon services: conditioning and retouching

Hair coloring release form — Answer should include any five of the following:

- Client's name, address, and phone number
- Condition of client's hair prior to services
- Coloring service rendered
- Cosmetologist's name
- Statement of release
- Signature of client
- Signature of witness
- Date of service

OBJECTIVE 4

Answer should include any five of the following:

- Keep detailed client records for all coloring services.
- Keep all hair coloring release forms.
- Wear rubber gloves during all hair coloring procedures.
- Wear a tint apron to protect your clothing.
- Always point the tint bottle opening away from yourself when removing the lid.
- Avoid all contact with your eyes by any hair coloring products.
- Sanitize hands after working with every client.

OBJECTIVE 5

Part I

1, 3, 4, 5, 7, 10, 12, 16

Part II

1, 3, 5, 6

OBJECTIVE 6

11, 12, 13, 5, 7, 9, 10, 1, 8, 3, 4, 6, 2

OBJECTIVE 7

1. Sanitize hands.
2. Drape client.
3. Put on rubber gloves.
4. Make careful scalp and hair examination.
5. If the hair is healthy, proceed according to manufacturer's directions.
6. Mix a small amount of tint or toner.
7. Apply mixture to a strand of hair selected from between the crown and the nape.

8. Allow tint to process according to recommended timing.

9. Rinse the tint from the strand with warm water.

10. Towel dry the strand and examine the results.

11. If the results are different from those desired, adjust the formula and perform another strand test until desired results are obtained.

12. Note all results, timing, and problems on client's record card.

OBJECTIVE SHEET

COLORING — TEMPORARY HAIR COLOR

XXI

INTRODUCTION

Temporary hair coloring coats the cuticle of the hair shaft instead of penetrating into the cortex. Color is captured in the imbrications of the cuticle. Temporary color has no lifting or lightening effect and usually lasts only until the next shampoo. It is most commonly applied as color rinses which contain acid balanced azo dyes. Other products available include highlighting shampoo, hair crayons, color spray, and mascara. Temporary coloring can make dull and faded hair appear lustrous and can add highlights. It can also be used to introduce clients to the possibilities of later permanent hair coloring.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify categories of temporary hair coloring and apply temporary coloring to the hair. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with temporary hair coloring to their correct definitions.
2. Select from a list true statements about color sprays.
3. Select from a list true statements about color mousses.
4. Apply color rinses. (Job Sheet 1)
5. Apply crayon colors. (Job Sheet 2)

SUGGESTED ACTIVITIES

COLORING — TEMPORARY HAIR COLOR XXI

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
    - — Invite a hair color specialist from a local salon to speak to the class.

      NOTE: Provide the guest speaker with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other media to supplement the unit.
    - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with temporary hair coloring to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Use Transparency Master 1.

Objective 2: Select from a list true statements about color sprays.
Objective 3: Select from a list true statements about color mousses.

- Discuss uses and methods of applying color sprays and color mousses.
- Ask a guest speaker to share personal experiences and methods in using color sprays, color mousses, color rinses, and crayon colors.

APPLICATION

Objective 4: Apply color rinses.
Objective 5: Apply crayon colors.

- Have students complete Job Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)
- *Hair Coloring*, by Milady. Units titled: *Color Theory*, #1; *Single Process Tint Application*, #2; *Tint Retouch*, #3; *Hair Lightening*, #4, ISBN 0-87350-660-X VHS; ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts.)
- *Hair Coloring and Lightening*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included, no. 30785-127).

Print Media

- *Miss Clairol Professional*. Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist*. West Publishing Co.: St. Paul, MN, 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text*. Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology*. Milady Publishing Co.: Albany, NY, 1990.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET *COLORING — TEMPORARY HAIR COLOR* XXI

OBJECTIVE 1

Match terms associated with temporary hair coloring to their correct definitions.

- **azo dyes** — synthetic dyes primarily used in temporary hair coloring products; only coat or deposit color on the outside of the cuticle
- **color rinses** — the most popular and common temporary hair coloring; available in a great variety of ready-to-use colors; applied with an applicator bottle
- **concentrated rinses** — available in tablet, powder, or liquid form; mixed to desired strength with hot water
- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **crayon hair colors** — temporary colors, available in many shades; a compound of color pigment and synthetic waxes; primarily used for hairline touch-up
- **creme colors** — temporary colors in a creme base; available in tubes or jars; easily removed; used extensively by actors and entertainers
- **cuticle** — protective outer layer of the hair shaft
- **imbrications** — overlapping scale layers on the cuticle of the hair shaft
- **instant rinses** — commercially premixed; available in ready-to-use applicator bottles
- **spray hair colors** — temporary hair colors applied to dry hair from aerosol cans; used for special effects

OBJECTIVE 2

Select from a list true statements about color sprays.

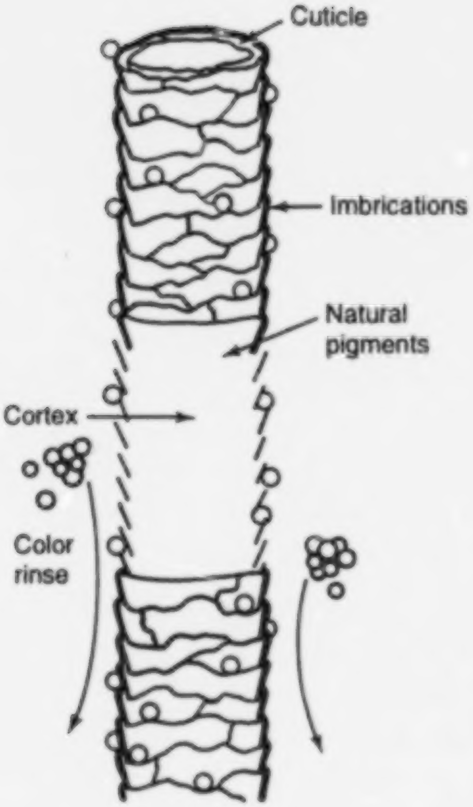
- Available in pastels, golds, silvers, phosphorescents, and glitters
- Used to create special, unusual, or party effects

- Applied from an aerosol can either straight or brushed in with a small brush
- Applied to dry hair after a shampoo or comb-out
- Applied in short bursts and allowed to dry between light coats
- Effects from subtle to bold, are achieved by the number of applications
- Cover shoulders and face with a towel while spraying

OBJECTIVE 3 **Select from a list true statements about color mousses.**

- Can be applied to dry hair or lightly towel-dried hair after shampooing
- Applied by placing a golf ball size amount of mousse in the palm of the hand, then gently working through the hair with the fingertips or with a small brush
- Sprayed directly onto the bristles of a vent brush and streaked through the hair
- Scrunched onto the ends of spiked hair or the tips of backcombed hair
- Adds color highlights to areas of the hair where the light setting action of a mousse is required

Effect of Color Rinses on the Hair Shaft


Cuticle
Imbrications
Natural pigments
Cortex
Color rinse

JOB SHEETS 1 and 2

Development of:
READING SKILLS
ORAL COMMUNICATIONS SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM
SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

ORAL COMMUNICATION SKILLS

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

— Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to student that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.

  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1

COLORING — TEMPORARY HAIR COLOR XXI

OBJECTIVE 4

Apply color rinses.

INTRODUCTION

By far the most common forms of temporary hair coloring are color rinses. They are available in liquid form as instant rinses or as concentrated rinses in liquid, powder, or tablet form. Instant rinses are ready-to-use; concentrated rinses are mixed with water to the desired strength. Always read the manufacturer's directions for mixing and application.

IMPLEMENTS AND EQUIPMENT

- Tint cape and/or shampoo cape
- Towels
- Measuring spoons
- Protective gloves
- Applicator bottle and/or rinse pan
- Rinse brush or cotton balls
- Comb

SUPPLIES

- Neck strips
- Shampoo
- Color rinses
- Hot water

PROCEDURE

Functional Reading Skills
- Follow written instructions

Interactive Communication Skills
- Communicate with clients/customers

INSTANT RINSES

1. Sanitize hands.
2. Seat and drape client. Have client remove and safeguard jewelry.
3. Shampoo, rinse, and towel-dry the hair.
4. Put on protective gloves.
5. Pour 1 to 2 ounces of color rinse into the applicator bottle.
6. Apply rinse at the scalp and blend out through the ends of the hair. Begin in the most needed areas of the hair.
7. Blend into hair by thoroughly combing the whole head.

General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Instant rinses contain their own setting lotion. Do not rinse out of hair. Additional setting lotion may be applied as needed.
9. Dry and comb-out into desired style.
10. Sanitize work area, implements, equipment, and hands.
11. Have instructor evaluate your work.

CONCENTRATED RINSES

1. Sanitize hands.
2. Seat and drape client. Have client remove and safeguard jewelry.
3. Shampoo, rinse, and towel dry client's hair.
4. Put on protective gloves.
5. Prepare rinse from liquid, powder, or tablet form by placing in an applicator bottle or rinse pan and adding the required amount of hot water.

   NOTE: Strength of the rinse can be adjusted at this point depending on the desired effect.

6. Shake or stir until the rinse is fully mixed.
7. If mixed in rinse pan, apply rinse with rinse brush or cotton balls.
8. If mixed in applicator bottle, apply directly from the bottle.
9. Begin at the lightest area of the hair or if color is even, start at the nape.
10. Apply rinse at the scalp and brush through the hair out to the ends.

    NOTE: Avoid brushing rinse too heavily at the ends of the hair if the ends are overly porous.

11. Concentrated rinses should be timed according to the manufacturer's directions, usually from 2 to 5 minutes.

12. Rinse out with spray of warm water until water is clear in order to keep the rinse from rubbing off.

13. Apply light setting lotion, dry, and comb out into style.

14. Sanitize work area, implements, equipment, and hands.

15. Have instructor evaluate your work.

JOB SHEET 2 — COLORING — TEMPORARY HAIR COLOR — XXI

OBJECTIVE 5

Apply crayon colors.

INTRODUCTION

Hair crayons are available in standard colors and are certified. They may be applied to any type of hair or hair coloring because they don't affect the structure of the hair or leave a chemical coating. They contain a wax base and must be removed by shampooing before applying any other type of hair coloring. Colors are available in shades to blend with all natural or tinted hair and are easy to use to cover small amounts of grey or to retouch new growth at the scalp between coloring treatments. Available in lipstick-like tubes. The procedure below describes retouching new growth.

IMPLEMENTS AND EQUIPMENT

- Tint cape and/or shampoo cape
- Towels

SUPPLIES

- Water
- Hair crayon
- Neck strips

PROCEDURE

Functional Reading Skills
- Follow written instructions

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

NOTE: Apply only to dry hair.

1. Sanitize hands.
2. Seat and drape client.
3. Have client remove and safeguard jewelry.
4. Moisten tip of hair crayon.
5. Begin at the scalp and stroke outward with the broad tip of the crayon.
6. Lift from the hairline as you reach the previously tinted old growth of hair.
7. A few strokes are usually all that are needed. Blend with fingertips as necessary.

8. Sanitize work area, implements, equipment, and hands.

9. Have instructor evaluate your work.

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

PRACTICAL TEST 1

COLORING — TEMPORARY HAIR COLOR

XXI

JOB SHEET 1

Apply color rinses.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
INSTANT RINSES		
1. Sanitized hands	___	___
2. Seated and draped client; had client remove and safeguard jewelry	___	___
3. Shampooed, rinsed, and towel-dried the hair	___	___
4. Put on protective gloves	___	___
5. Poured rinse into applicator bottle	___	___
6. Applied rinse at the scalp and blended through the ends of the hair	___	___
7. Comb-blended rinse through the whole head of hair	___	___
8. Left rinse in hair; added setting lotion as necessary	___	___
9. Dried and combed out into desired style	___	___

	Yes	No
10. Sanitized work area, implements, equipment, and hands	___	___

CONCENTRATED RINSES

	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client	___	___
3. Shampooed, rinsed, and towel-dried the hair	___	___
4. Put on protective gloves	___	___
5. Correctly prepared rinse by mixing with hot water; adjusted strength as needed	___	___
6. Shook or stirred until fully mixed	___	___
7. Mixed in rinse pan, applied rinse with rinse brush or cotton balls	___	___
8. If applicator bottle mixed, applied directly from the applicator bottle	___	___
9. Started at the lightest area of the hair or at the nape	___	___
10. Applied rinse at the scalp and brushed through the hair to the ends	___	___
11. Timed rinse development according to manufacturer's directions	___	___
12. Rinsed out with warm water spray until water was clear	___	___
13. Applied light setting lotion, dried, and combed out into style	___	___
14. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Applied an instant rinse correctly	4	3	2	1
Applied a concentrated rinse correctly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

COLORING — TEMPORARY HAIR COLOR XXI

JOB SHEET 2

Apply crayon colors.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ___

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client	___	___
3 Moistened tip of hair crayon	___	___
4. Started at the scalp and stroked outward with the broad tip of the crayon	___	___
5. Lifted crayon from the hairline as previously tinted hair was reached	___	___
6. Limited strokes to those needed; blended with fingertips as necessary	___	___
7. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Applied crayon color correctly	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

COLORING — TEMPORARY HAIR COLOR XXI

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with temporary hair coloring to their correct definitions. Write the correct letters in the blanks.

___ 1. The most popular and common temporary hair coloring; applied with an applicator bottle

___ 2. Synthetic dyes primarily used in temporary hair coloring products; only coat or deposit color on the outside of the cuticle

___ 3. Temporary colors, available in many shades; a compound of color pigment and synthetic waxes; primarily used for hairline touch-up

___ 4. Inner layer of the hair shaft containing melanin and pigment

___ 5. Temporary colors in a creme base; available in tubes or jars; easily removed; used extensively by actors and entertainers

___ 6. Temporary hair colors applied to dry hair from aerosol cans; used for special effects

___ 7. Protective outer layer of the hair shaft

___ 8. Overlapping scale layers on the cuticle of the hair shaft

a. azo dyes

b. color rinses

c. concentrated rinses

d. cortex

e. crayon hair colors

f. creme colors

g. cuticle

h. imbrications

i. instant rinses

j. spray hair colors

May be photocopied for student use.

___ 9. Available in tablet, powder and liquid form; mixed to desired strength with hot water

___ 10. Commercially premixed rinse; available in ready-to-use applicator bottle.

OBJECTIVE 2

Select from a list true statements about color sprays. Place an "X" in front of true statements.

___ 1. Used to create special, unusual, or party effects

___ 2. Requires a strand test before application

___ 3. Applied from an aerosol can either straight or brushed in with a small brush

___ 4. Available in pastels, golds, silvers, phosphorescents, and glitters

___ 5. Applied only to wet hair after a shampoo

___ 6. Effects, from subtle to bold, are achieved by the number of applications

___ 7. Applied in short bursts and allowed to dry between light coats

OBJECTIVE 3

Select from a list true statements about color mousses. Place an "X" in front of true statements.

___ 1. Adds color highlights to areas of the hair where the light setting action of a mousse is required

___ 2. The most common and popular form of temporary hair coloring

___ 3. Scrunched onto the ends of spiked hair or the tips of backcombed hair

___ 4. Can be applied to dry hair or lightly towel-dried hair after shampooing

May be photocopied for student use.

___ 5. Temporary coloring in a wax base which is primarily used for hairline touch-up

___ 6. Applied by placing a golf ball size amount of mousse in the palm of the hand, then gently working through the hair with the fingertips or with a small brush

___ 7. Requires a patch test before application

___ 8. Sprayed directly onto the bristles of a vent brush and streaked through the hair

NOTE: Objectives 4 and 5 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

COLORING — TEMPORARY HAIR COLOR

XXI

OBJECTIVE 1

1. b
2. a
3. e
4. d
5. f
6. j
7. g
8. h
9. c
10. i

OBJECTIVE 2

1, 3, 4, 6, 7

OBJECTIVE 3

1, 3, 4, 6, 8

OBJECTIVE SHEET

COLORING — SEMI-PERMANENT HAIR COLOR XXII

INTRODUCTION

When a client needs more color than a temporary rinse provides, but does not need a permanent tint, semi-permanent hair coloring may be a good solution. It adds highlights, blends or covers grays, and adds color to hair without changing the structure or natural color of the hair. Available in a wide range of colors, it is self penetrating, requiring no peroxide. It is colorfast, leaving no ruboff on clothes or pillows. Semi-permanent coloring can also be used as a non-peroxide toner to pre-lightened hair. It is formulated to last 4 to 6 shampoos. Color loss is gradual with each succeeding shampoo. Semi-permanent hair coloring, like temporary rinses, has water, vegetable dyes, and azo dyes but also has sulphur and ammonium thiglycolate which both raise the pH level. This increased alkalinity allows the color pigment to partially penetrate the cuticle and lodge in the cortex. Acid based finishing rinses are required to close the cuticle imbrications after color application. Some semi-permanent coloring products contain aniline derivatives and require a patch test. These will be clearly identified by reading the manufacturer's directions prior to each application.

UNIT OBJECTIVE

After completing this unit, the student will be able to list the preliminary steps in semi-permanent hair coloring and apply semi-permanent hair coloring to a client's hair. The student will show these competencies by completing a job sheet, practical test, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with semi-permanent hair color to their correct definitions.
2. State the preliminary steps to semi-permanent hair color application.
3. Apply semi-permanent hair coloring. (Job Sheet 1)

SUGGESTED ACTIVITIES

COLORING — SEMI-PERMANENT HAIR COLOR

XXII

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - — Invite a hair color specialist from a local salon to speak to the class.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other media to supplement the unit.
  - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete the job sheet.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with semi-permanent hair color to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: State the preliminary steps to semi-permanent hair color application.

- Discuss the preliminary steps to semi-permanent hair color application.
- Use the transparency master to demonstrate the effects of semi-permanent color.

APPLICATION

Objective 3: Apply semi-permanent hair coloring.

- Have guest speaker discuss application of semi-permanent hair color and relate her/his own experiences and helpful tips.
- Have students complete Job Sheet 1.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in the unit or create supplementary material for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)

- *Hair Coloring*, by Milady. Units titled: *Color Theory*, #1; *Single Process Tint Application*, #2; *Tint Retouch*, #3; *Hair Lightening*, #4, ISBN 0-87350-660-X VHS; ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts)

- *Hair Coloring and Lightening*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included)

Print Media

- *Miss Clairol Professional*. Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist*. West Publishing Co.: St. Paul, MN, 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text*. Glencoe/McGraw-Hill: New York, 1980.

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology*. Milady Publishing Co.: Bronx, NY, 1990.

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Bronx, NY, 1981.

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

COLORING — SEMI-PERMANENT HAIR COLOR

OBJECTIVE 1

Match terms associated with semi-permanent hair color to their correct definitions.

- **acid balanced finishing rinse** — used to lower the pH level thus closing the imbrications and capturing semi-permanent color molecules
- **ammonium thiglycolate** — chemical usually found in semi-permanent hair color which, in combination with sulphur, enables color to partially penetrate the cortex by slightly opening cuticle imbrications
- **aniline derivative** — by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed
- **azo dyes** — synthetic dyes which deposit color molecules in the opened imbrications
- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **cuticle** — protective outer layer of the hair shaft
- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **imbrications** — overlapping scale layers in the cuticle of the hair shaft
- **pH scale** — the measure of alkalinity or acidity in a substance; indicates its potential hydrogen
- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, and toners
- **porosity** - the hair's ability to absorb moisture and, during coloring services, to accept color deposits
- **predisposition test** — commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to coloring service

- **record card** — written record kept for each client; lists details such as hair condition, structure, patch and strand test results, chemical services applied, color selection, and results
- **release statement** — simple form used to release the salon and operator from responsibility for damages occurring during chemical services
- **semi-permanent coloring** — self-penetrating color which doesn't require a developer; slightly penetrates the hair shaft and lasts from four to six shampoos
- **sulphur** — chemical found in semi-permanent hair coloring which combines with ammonium thioglycolate to enable color to slightly penetrate the cortex

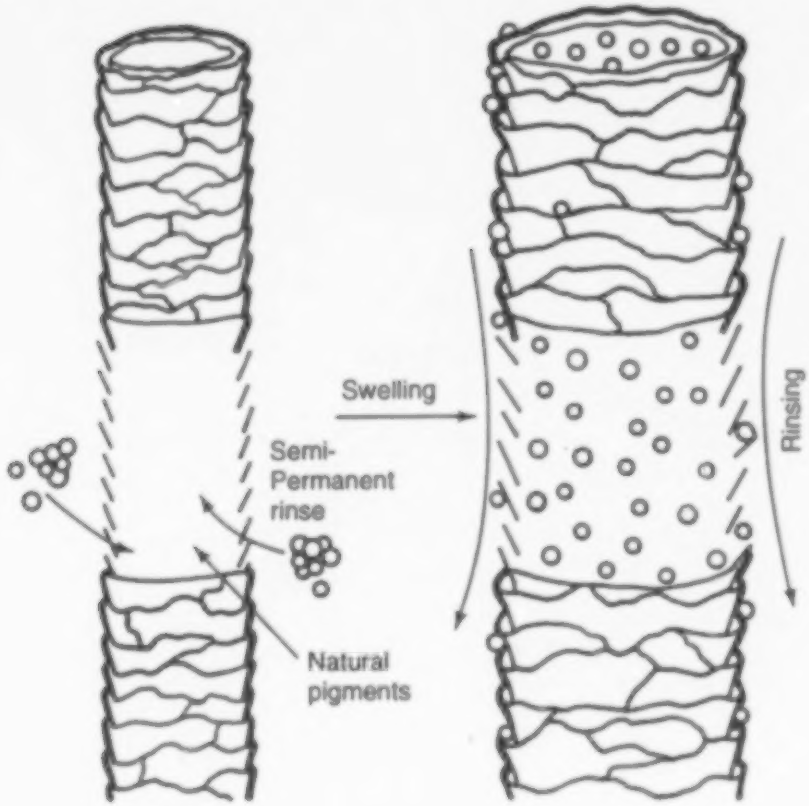
OBJECTIVE 2

State the preliminary steps to semi-permanent hair color application.

1. Schedule preliminary consultation and hair coloring services on two succeeding days at least 24 hours apart.
2. Carefully examine and analyze the hair and scalp. Note the results on the client record card.
3. Show client the color chart and advise if the chosen product requires a patch test.

   NOTE: Most semi-permanent coloring products contain aniline derivatives and will require a predisposition test. Read product label and directions to find out.
4. Perform a patch test if required.
5. After 24 hours, examine for patch test results. Note on client record card and proceed only if client has negative reaction.
6. Assemble necessary implements and supplies.
7. Seat and drape client for color services. Have client remove and safeguard jewelry.
8. Wear protective gloves and perform preliminary strand test.
9. Make adjustments as necessary and record results on client record card.

EFFECTS OF SEMI-PERMANENT HAIR COLORING ON THE HAIR SHAFT


Swelling
Semi-Permanent rinse
Natural pigments
Rinsing

Semi-permanent color penetrates the cuticle slightly. Molecules are gradually shampooed from the hair.

JOB SHEET 1 .

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, creative thinking/problem solving and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

ORAL COMMUNICATION SKILLS

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

— Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

- If students have difficulty mastering a specific job task/procedure:
    - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
    - Suggest they study each component of the procedure to determine which area is causing difficulty.
    - Review the entire procedure.
    - Team them with proficient students or professionals to practice the procedure.
- If student shave difficulty practicing good work habits/attitudes:
    - Encourage them to become familiar with the entire procedure before they begin the work.
    - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
    - Discuss what behaviors and attitudes constitute good work habits.
    - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with clients/customers:
    - Discuss the importance of effective communication skills.
    - Review active listening skills and other communication techniques.
    - Discuss customer relations policies.
    - Have students discuss what the client might be feeling before and during procedures that include chemical applications.
    - Make sure the student knows what is expected of him or her.

JOB SHEET 1

COLORING — SEMI-PERMANENT HAIR COLOR

XXII

OBJECTIVE 3

Apply semi-permanent hair coloring.

INTRODUCTION

Most semi-permanent coloring products require a 10 to 15 minute developing period. However, such conditions as porosity and prelightened hair may alter the recommended developing time, and require close monitoring. Since there is no oxidizing process involved, semi-permanent hair coloring can be applied to the entire hair shaft in a single application.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Protective gloves
- Comb
- Timer
- Clips
- Applicator bottle

SUPPLIES

- Neck strip
- Mild shampoo (if required)
- Cotton balls
- Selected color product
- Plastic cap (if required)
- Cold cream
- Finishing rinse
- Client record card

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Give a preliminary shampoo if required by product manufacturer.

Interactive Communication Skills
- Communicate with clients/customers

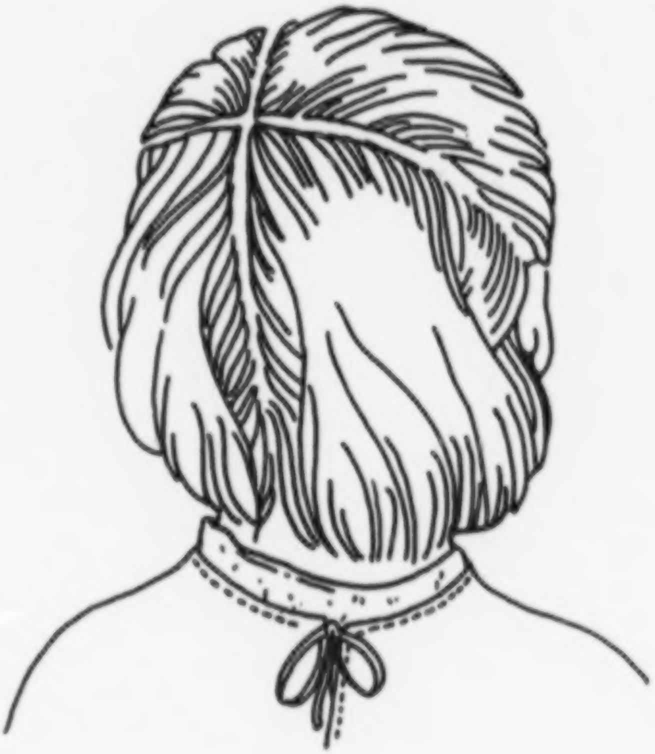
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Deal effectively with customers/clients

4. Towel-dry hair, detangle, and block hair in basic pattern. (Pattern 1)

FIGURE 1



5. Put on protective gloves.

6. Apply cold cream around the hairline and ears.

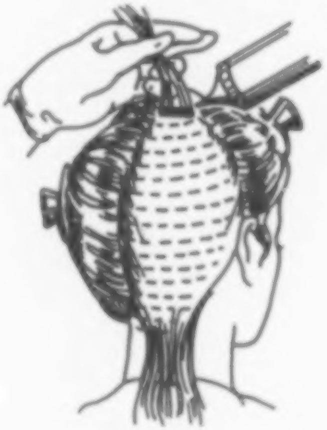
7. Mix formula as recommended by manufacturer.

8. Set timer.

NOTE: The manufacturer or a strand test will give you the processing time for the semi-permanent hair color. Follow directions closely.

9. Begin in the crown area. Use applicator bottle to apply color solution to the entire hair shaft, starting at the scalp and working through the ends. (Figure 2)

FIGURE 2



10. Gently work the solution through the hair with your hands, piling the hair loosely on top of the head.

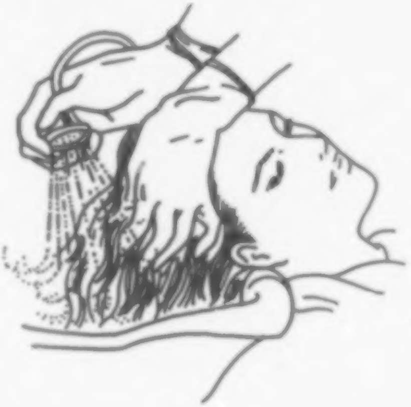
    NOTE: Do not massage color solution into the scalp.

11. Use plastic cap if recommended by manufacturer.

12. Allow coloring to process according to strand test results and/or manufacturer's directions.

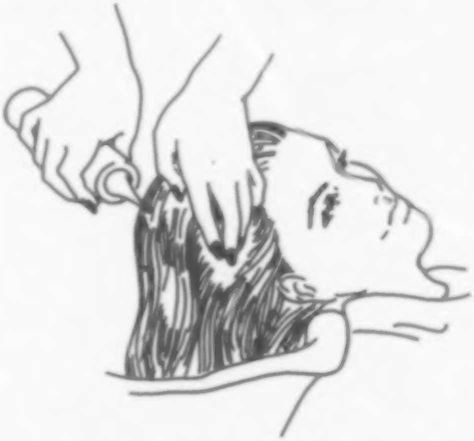
13. After color has developed, rinse with warm water spray until water runs clear. Be sure to rinse off the cold cream around the hairline. (Figure 3)

FIGURE 3



14. Apply a finishing or normalizing rinse to set the color and close the cuticle imbrications. (Figure 4)

FIGURE 4



15. Blot hair dry with towel and style as desired.

16. Note results, complete client record card, and file.

17. Sanitize work area, implements, equipment, and hands.

18. Have instructor evaluate your work.

PRACTICAL TEST 1

COLORING — SEMI-PERMANENT HAIR COLOR

XXII

JOB SHEET 1

Apply semi-permanent hair coloring.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Gave a shampoo if required by manufacturer	___	___
4. Towel-dried, detangled, and blocked hair	___	___
5. Put on protective gloves	___	___
6. Applied cold cream around hairline and ears	___	___
7. Correctly mixed color formula; set timer	___	___
8. Began in crown area; applied solution to the entire hair shaft, starting at the scalp and working through the ends	___	___
9. Gently worked solution through the hair, piling hair loosely on top of the head	___	___

	Yes	No
10. Used plastic cap if required	___	___
11. Allowed color to develop according to strand test and/or manufacturer's directions	___	___
12. Rinsed developed color from hair with warm water spray until water was clear; rinsed away cold cream	___	___
13. Correctly applied finishing rinse to hair	___	___
14. Towel-blotted dry and styled as desired	___	___
15. Completed client record card and filed	___	___
16. Sanitized work area, implements, equipment and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Followed all preliminary safety precautions	4	3	2	1

Correctly applied semi-permanent color to hair	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

COLORING — SEMI-PERMANENT HAIR COLOR

XXII

Name ______________________________ Score ________

OBJECTIVE 1

Match terms associated with semi-permanent hair color to their correct definitions. Write the correct letters in the blanks.

Part I

___ 1. Inner layer of the hair shaft containing melanin and pigment

___ 2. The hair's ability to absorb moisture and, during coloring services, to accept color deposits

___ 3. Chemical usually found in semi-permanent hair color, which, in combination with sulphur, enables color to partially penetrate the cortex by slightly opening cuticle imbrications

___ 4. Commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to coloring service

___ 5. Overlapping scale layers in the cuticle of the hair shaft

___ 6. Used to lower the pH level thus closing the imbrications and capturing semi-permanent color molecules

a. ammonium thioglycolate

b. aniline derivative

c. azo dyes

d. acid balanced finishing rinse

e. cortex

f. cuticle

g. hypersensitivity

h. imbrications

i. pH scale

j. pigment

k. porosity

l. predisposition test

m. record card

May be photocopied for student use.

___ 7. By-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed

___ 8. The measure of alkalinity or acidity in a substance; indicates its potential hydrogen.

n. release statement

o. semi-permanent coloring

p. sulphur

Part II

___ 1. Written record kept for each client; lists details such as hair condition, structure, patch and strand test results, chemical services applied, color selection, and results.

___ 2. Synthetic dyes which deposit color molecules in the opened imbrications.

___ 3. Self-penetrating color which doesn't require a developer; slightly penetrates the hair shaft and lasts from four to six shampoos.

___ 4. Substance which gives color to hair, skin, dyes, inks, tints, and toners.

___ 5. An allergic skin reaction to the chemicals in aniline derivatives.

___ 6. Chemical found in semi-permanent hair coloring which combines with ammonium thioglycolate to enable color to slightly penetrate the cortex

a. ammonium thioglycolate

b. aniline derivative

c. azo dyes

d. acid balanced finishing rinse

e. cortex

f. cuticle

g. hypersensitivity

h. imbrications

i. pH scale

j. pigment

k. porosity

l. predisposition test

m. record card

May be photocopied for student use.

___ 7. Protective outer layer of the hair shaft

___ 8. Simple form used to release the salon and operator from responsibility for damages occurring during chemical services.

n. release statement

o. semi-permanent coloring

p. sulphur

May be photocopied for student use.

OBJECTIVE 2

State the preliminary steps to semi-permanent hair color application. Write your answers in the space provided.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

NOTE: Objective 3 is evaluated on a job sheet in this unit. If you have not completed this component, see your instructor.

May be photocopied for student use.

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WRITTEN TEST ANSWERS

COLORING — SEMI-PERMANENT HAIR COLOR

XXII

OBJECTIVE 1

Part I

1. e
2. k
3. a
4. l
5. h
6. d
7. b
8. i

Part II

1. m
2. c
3. o
4. j
5. g
6. p
7. f
8. n

OBJECTIVE 2

1. Schedule preliminary consultation and hair coloring services on two succeeding days at least 24 hours apart.
2. Carefully examine and analyze the hair and scalp. Note the results on the client record card.
3. Show client the color chart and advise if the chosen product requires a patch test.
4. Perform a patch test if required.
5. After 24 hours, examine for patch test results. Note on client record card and proceed only if client has negative reaction.
6. Assemble necessary implements and supplies.
7. Seat and drape client for color services. Have client remove and safeguard jewelry.
8. Wear protective gloves and perform preliminary strand test.
9. Make adjustments as necessary and record results on client record card.

OBJECTIVE SHEET

COLORING — ANILINE DERIVATIVE TINTS

XXIII

INTRODUCTION

Aniline derivative tints, also known as oxidizing or penetrating tints comprise a large portion of a salon's hair coloring business. These tints penetrate the cuticle and are permanently deposited in the cortex. Many aniline derivative tints are available in single process form which lightens and/or deposits color in a single application. They usually contain a shampoo, a lightening agent, an aniline derivative, and an alkalizing agent which activates hydrogen peroxide when added. 20 volume peroxide is the most commonly used developer and is only added immediately before application. Single process tints are very popular because they can blend gray and white hair into a natural shade, can change the hair color from lightest blonde to deepest black, can correct hair discoloration problems, and are available in liquid, gel, and cream formulas. All aniline derivative tints require a predisposition test 24 hours before coloring application.

UNIT OBJECTIVE

After completing this unit, the student will be able to list the preliminary and safety steps to an aniline derivative tint application, apply aniline derivative tints to virgin hair, apply a soap cap, and perform a tint retouch. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with aniline derivative tints to their correct definitions.
2. List in order the preliminary and safety steps to an aniline derivative tint application.
3. Select from a list true statements about aniline derivative tint applications.
4. Apply single process liquid tint to virgin hair. (Job Sheet 1)
5. Apply single process cream tint to virgin hair. (Job Sheet 2)

6. Perform a tint retouch. (Job Sheet 3)

7. Apply a soap cap. (Job Sheet 4)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - — Invite a hair color specialist from a local salon to speak to the class.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with aniline derivative tints to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Add additional terms to the list as necessary.

Objective 2: List in order the preliminary and safety steps to an aniline derivative tint application.

- Discuss the preliminary and safety steps to an aniline derivative tint application.
- Use Transparency Master 1.

Objective 3: Select from a list true statements about aniline derivative tint applications.

- Discuss statements with the class.

APPLICATION

Objective 4: Apply single process liquid tint to virgin hair.
Objective 5: Apply single process cream tint to virgin hair.
Objective 6: Perform a tint retouch.
Objective 7: Apply a soap cap.

- Have guest speaker discuss the specifics of aniline derivative tint applications relevant to the four methods.
- Have students complete Job Sheets 1 - 4.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Hair Coloring and Lightening.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color filmstrips, four parts, teacher's guide included, No. 30785-127.)
- *Colorpath*, by Clairol. Units titled: *Color Theory*, #1; *Single Process Tint Application*, #2; *Tint Retouch*, #3; *Hair Lightening*, #4; ISBN 0-87350-660-X VHS; ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS.)

Print Media

- *Miss Clairol Professional.* Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

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COLORING — ANILINE DERIVATIVE TINTS

OBJECTIVE 1

Match terms associated with aniline derivative tints to their correct definitions.

- **aniline derivative** — by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed
- **conditioner** — preparation used to restore elasticity, strength, manageability, and sheen to damaged hair
- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **cuticle** — protective outer layer of the hair shaft
- **demarcation line** — a visible streak between previously tinted hair and regrowth of the natural hair color
- **developer** — chemical such as hydrogen peroxide which acts as an oxidizing agent; released oxygen activates color molecules and fixes the pigment during the coloring process
- **hair tint** — any dye, tint, color, or filler that deposits color on the cuticle or into the cortex
- **hydrogen peroxide** — primary chemical developer in the hair color process; it provides oxygen to the process
- **hydrometer** — instrument used to measure the strength or volume of hydrogen peroxide
- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **imbrications** — overlapping scale layers on the cuticle of the hair shaft
- **lift** — the potential, high to low, of a tint or lightener to lighten the natural hair color

- **line of discoloration** — a streak or band created by overlapping tint onto previously tinted hair

- **off-scalp application** — technique of applying a coloring solution to the hair shaft in the middle part of the shaft first then to the scalp area and hair ends; used with liquid tints and applicator bottle

- **on-scalp application** — technique of applying a coloring solution to the entire hair shaft from the scalp area out through the hair ends; used with cream tints and bowl/brush application

- **overlapping** — condition caused during a retouch, by tint or lightener lapping earlier treated hair; may create a line of discoloration and may cause hair to weaken and break

- **oxidation** — chemical action of releasing oxygen to combine with other substances

- **oxidation tint** — a penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation

- **oxidizer** — any substance which releases oxygen during the oxidation process

- **para-phenylene diamine** — synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint

- **pH scale** — the measure of alkalinity or acidity in a substance; indicates its potential hydrogen

- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, or toners

- **porosity** — the hair's ability to absorb moisture; important during tinting or toning for the hair to accept color deposits

- **predisposition test** — commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative tint; given at least 24 hours prior to the coloring service

- **preliminary strand test** — preliminary application of a hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results
- **record card** — written record kept for each client; lists details such as hair condition, structure, patch and strand test results, chemical services applied, color selection, and results
- **release statement** — simple form used to release the salon and operator from responsibility for damages occurring during chemical services
- **single-process coloring** — hair coloring method using a one application product
- **soap cap** — a combination shampoo and permanent hair color used to highlight or slightly change the hair's natural color; applied like a shampoo to dry hair
- **tint retouch** — application of hair coloring product to the new growth of hair at the scalp
- **virgin hair** — hair that has not been treated with a chemical service
- **virgin tint** — application of permanent hair color to virgin hair

OBJECTIVE 2

List in order the preliminary and safety steps to an aniline derivative tint application.

1. Schedule preliminary consultation and hair coloring service on succeeding days at least 24 hours apart.
2. Carefully examine and analyze the hair and scalp. Note the results on the client record card. Proceed if healthy.

WARNING: Studies by the National Cancer Institute have found that women who colored their hair have a fifty percent higher risk of developing non-Hodgkin's lymphoma when compared to women who never dye their hair. Risk increases by about seventy percent for women using permanent hair coloring products and forty percent for women using nonpermanent dyes.

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3. Use color charts and swatches to help the client select a color.

   NOTE: The predisposition test must be performed using the same tint chosen for whole head application.

4. Advise the client of the requirement and procedure for a patch test and reactions to look for after test.

5. Perform a patch test.

6. After 24 hours, examine for patch test reaction. Note the results on the client record card and proceed only if the client has a negative reaction.

7. Perform a preliminary strand test. Note results on client record card.

   NOTE: This will save valuable time during the coloring service.

8. Perform any necessary pre-conditioning treatments. Note the results on the client record card.

9. Assemble necessary implements and supplies.

10. Seat and drape client for color services.

11. Have client remove and safeguard jewelry.

12. Put on protective gloves.

13. Perform a preliminary strand test if not done on preceding day.

14. Make necessary adjustments and record results on the client record card.

OBJECTIVE 3

Select from a list true statements about aniline derivative tint applications.

Single-process liquid tints

- Best selection for clients who choose a lighter shade than their natural hair

- Off-scalp technique is the best method of application
- Applied to the middle of the hair shaft first then to the scalp area and hair ends
- Hair at the scalp will process faster due to body heat and the presence of keratin
- Mixed in and applied by applicator bottle

Single-process cream tints

- Best selection if clients choose a darker shade than their natural hair
- On-scalp technique is the best method of application
- Applied from the scalp area out through the entire hair shaft to the ends
- Thickness of the cream allows easy application at the scalp
- Mixed in non-metallic bowl and applied with a brush

Tint retouch

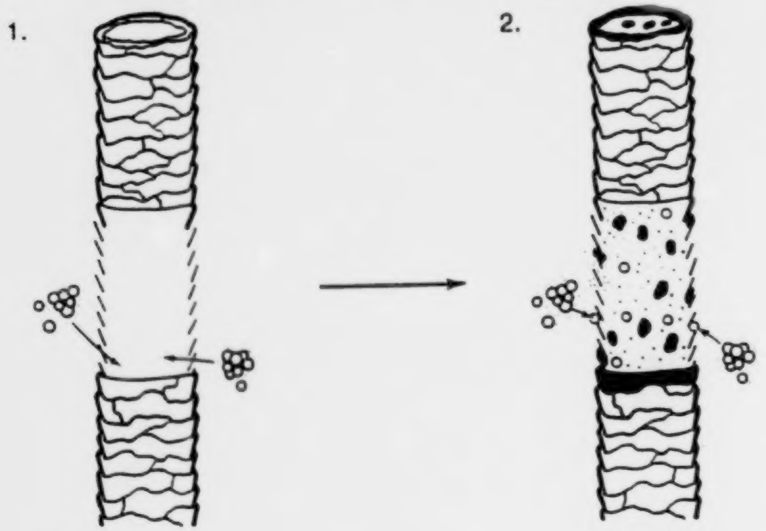
- Hair grows about ½″ per month
- New hair growth will be a different color than the artificial color that was previously applied
- Single-process retouching will be needed every 3-4 weeks
- Patch test is required, same as for coloring a whole head of hair

Soap cap

- Good choice when the client wants to permanently highlight the natural color of the hair instead of making a dramatic color change
- Technique combines a permanent tint with shampoo and peroxide
- Formula is custom mixed by the cosmetologist

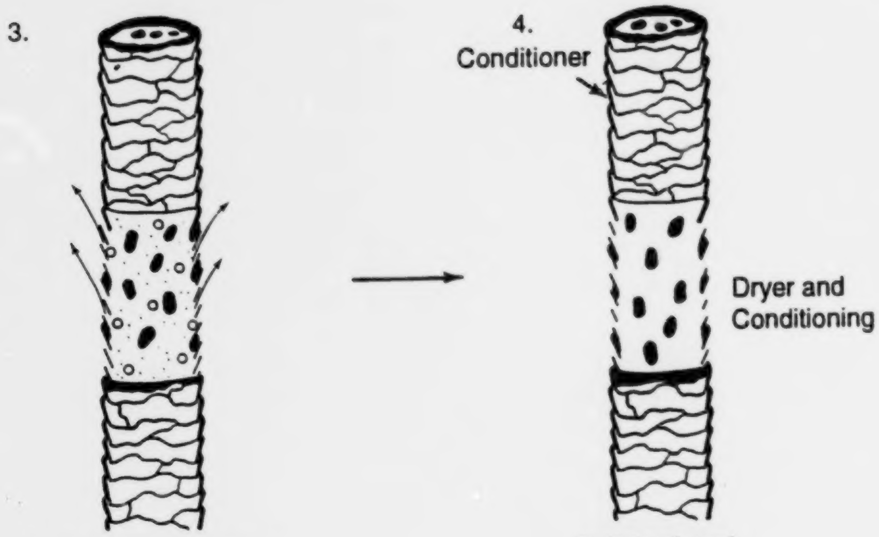
- Applied like a shampoo and left in the hair for 10-15 minutes
- Patch test is required at least 24 hours prior to the soap cap service

Effects of Permanent Tints on the Hair Shaft



Tint plus developer on hair

Tint mixture enters cortex


3.
4.
Conditioner
Dryer and Conditioning

Tint pigments formed

Cuticle closed to trap pigments

JOB SHEETS 1 - 4

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

WRITING SKILLS

— Completing forms and records

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.
- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.
  - Suggest that they be ready to listen before beginning the communication.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing ont he customer's expectations and perspective.

  - Remind them to take appropriate notes, use visual aids and pictures, and to repeat pertinent information.
  - Discuss the importance of courtesy and how it affects employee/customer communication.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate ont eh customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1 — COLORING — ANILINE DERIVATIVE TINTS — XXIII

OBJECTIVE 4

Apply single process liquid tint to virgin hair.

INTRODUCTION

If the client chooses a tint that is a lighter shade than her/his natural hair, it is best to use a liquid tint and apply it using a technique termed "off-scalp." The hair at the scalp will process faster due to less keratin being present and to body heat, and the ends will process faster because of extra porosity. The off-scalp technique requires that you apply the tint solution to the middle of the hair shaft first and then to the scalp area and the hair ends. Liquid tint in an applicator bottle provides the best method of application for this technique.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Protective gloves
- Comb
- Timer
- Clips
- Color charts and swatches
- Applicator bottle (small brush optional)

SUPPLIES

- Mild, acid balanced shampoo
- Cotton balls
- Selected tint
- Hydrogen peroxide developer
- Cold cream
- Acid balanced finishing rinse
- Client record card
- Neck strip

PROCEDURE

Functional Reading Skills

- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.

Functional Writing Skills
- Complete forms and records

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

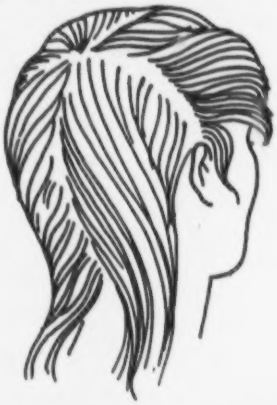
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Use comb to detangle dry hair, section into basic four quarter pattern. Apply cold cream around hairline and ears. (Figure 1)

FIGURE 1



5. Use color chart to confirm color selection.

6. Prepare the tint solution according to manufacturer's directions. Shake applicator bottle gently to fully mix.

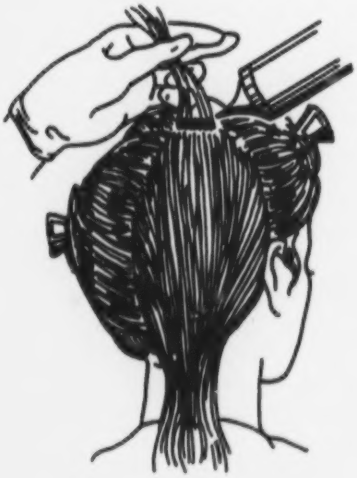
7. Put on protective gloves.

8. Start in the section that will undergo the greatest color change.

9. Part off ¼" strand with the tip of the applicator bottle.

10. Sub-section and lift strand and apply tint to the hair shaft 1" from the scalp out to ½" from the ends. (Figure 2)

FIGURE 2



11. Quickly and smoothly cover entire head in this manner. Set timer.

12. Allow tint to process according to strand test results.

13. Being careful to avoid contact with the scalp, use applicator bottle and small brush to apply tint solution close to the scalp.

14. Apply tint solution to ends of the hair.

15. Allow to process according to strand test results. Confirm even development by removing color from a test strand. Adjust timing if necessary.

16. Gently rinse with lukewarm spray water, while massaging color to a lather. Water rinse thoroughly, removing cold cream also.

17. Use cotton balls and mild shampoo to remove any remaining tint stains around the hairline.

18. Shampoo with a mild, acid balanced shampoo.

19. Apply acid balanced finishing rinse to restore pH level and close cuticle imbrications to prevent color loss.

20. Blot dry with towel and style as desired.

21. Complete client record card and file.

22. Sanitize work area, implements, equipment, and hands.

23. Have instructor evaluate your work.

JOB SHEET 2

COLORING — ANILINE DERIVATIVE TINTS

XXIII

OBJECTIVE 5

Apply single process cream tint to virgin hair.

INTRODUCTION

If the client's choice is for a darker shade than her/his natural hair, it is to your advantage to use a cream tint and apply it in a technique termed "on scalp." This technique requires that you apply tint from the scalp area through the hair ends in a single movement. The added thickness of the cream even after the developer is added allows easier application at the scalp without it contacting the scalp.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Protective gloves
- Comb
- Timer
- Clips
- Color charts and swatches
- Small tint bowl and brush

SUPPLIES

- Mild, acid balanced shampoo
- Cotton balls
- Selected tint
- Hydrogen peroxide developer
- Cold cream
- Acid balanced finishing rinse
- Client record card
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.

2. Have client remove and safeguard jewelry.

3. Drape client.

4. Use comb to detangle dry hair, section into basic four quarter pattern. Apply cold cream around hairline and ears.

5. Use color charts to confirm color tint selection.

Functional Writing Skills
- Complete forms and records

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

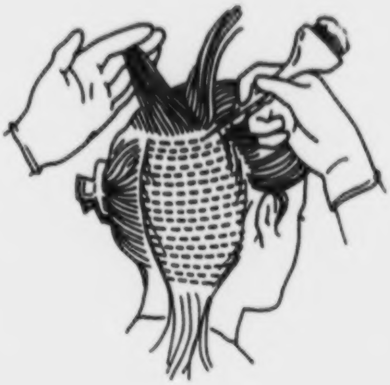
6. Prepare tint in mixing bowl according to manufacturer's directions. Stir gently to fully mix.

7. Put on protective gloves.

8. Begin in the section that will undergo the greatest color change.

9. Part off ¼" strand with the tip of the tint brush. (Figure 1)

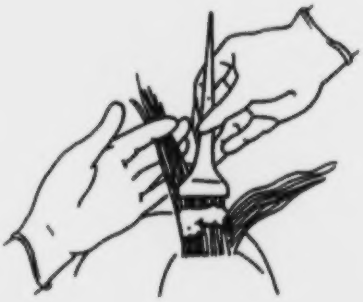
FIGURE 1



10. Subsection and lift strand and apply tint with brush from the scalp out through the ends. (Figure 2)

NOTE: Avoid getting tint on the scalp.

FIGURE 2



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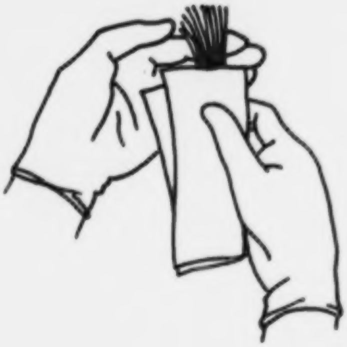
11. Quickly and smoothly cover entire head in this manner. Set timer.
12. Allow tint to process according to strand test results. Confirm even development by removing color from a test strand. Adjust timing if necessary. (Figure 3)

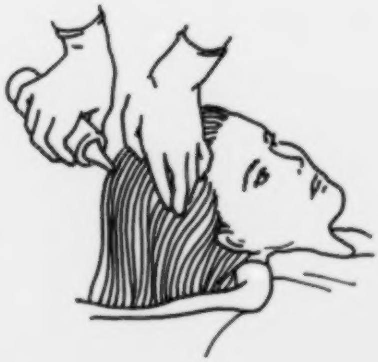
FIGURE 3



13. Lightly rinse with warm water spray and massage until tint lathers. Water rinse thoroughly, removing cold cream also.
14. Use cotton balls and mild shampoo to remove any remaining tint stains around the ears and hairline.
15. Shampoo with a mild, acid balanced shampoo.

16. Apply an acid balanced finishing rinse to close cuticle imbrications and to restore pH level. (Figure 4)

FIGURE 4



17. Blot dry with towel and style as desired.
18. Complete client record card and file.
19. Sanitize work area, implements, equipment, and hands.
20. Have instructor evaluate your work.

JOB SHEET 3 COLORING — ANILINE DERIVATIVE TINTS XXIII

OBJECTIVE 6

Perform a tint retouch.

INTRODUCTION

Hair grows about ½" per month, creating a new growth of hair that will be a different color from the artificial color that has been applied. Single process retouching service will need to be performed every 3 to 4 weeks. A patch test will be required 24 hours before the retouching service.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Protective gloves
- Comb
- Timer
- Clips
- Applicator bottle

SUPPLIES

- Mild acid balanced shampoo
- Cotton balls
- Selected tint
- Hydrogen peroxide developer
- Cold cream
- Acid balanced finishing rinse
- Neck strip
- Client record card

PROCEDURE

Functional Reading Skills
- Follow written instructions

Functional Writing Skills
- Complete forms and records
- Use content area vocabulary

1. Sanitize hands.
2. Have client remove and safeguard jewelry.
3. Drape client.
4. Consult client record card. Check client's satisfaction with the last tint. Examine and analyze hair condition and record results on card.
5. Check results of patch test and note results on client record card. Proceed only if patch test results are negative.

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

6. Shampoo and condition previously tinted hair as necessary. Dry under cool dryer.

7. Mix tint solution according to manufacturer's directions. Shake applicator bottle gently until fully mixed.

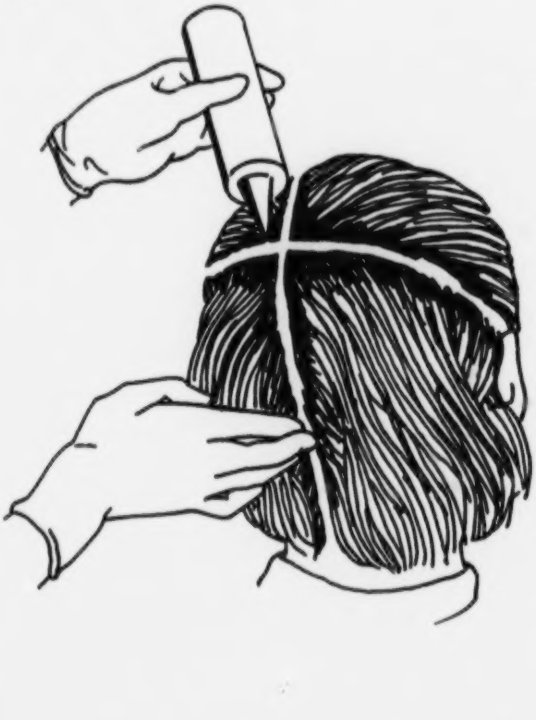
   NOTE: If using cream tint, follow same directions but with bowl and brush technique.

8. Detangle and section hair in basic pattern. Apply cold cream around hairline and ears.

9. Put on protective gloves.

10. Outline each section with tint solution. (Figure 1)

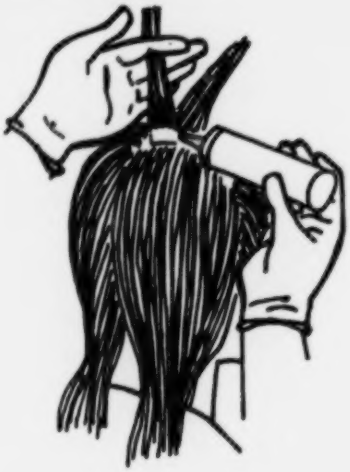
FIGURE 1



11. Use tip of applicator bottle to make ¼" partings. Scissor and lift strand and apply tint from the scalp to slightly before the new growth ends. (Figure 2)

CAUTION: Don't overlap. It can cause breakage and lines of discoloration.

FIGURE 2



12. Complete the entire head. Set timer. Strand test root area occasionally to monitor color development.

    NOTE: Body heat near scalp may cause quicker development.

13. If the ends of the hair have faded, dilute the remaining tint solution with shampoo and gently work through the shaft to the ends of the hair.
14. Allow to process until completely developed.
15. Rinse tint from hair with warm water spray, also removing cold cream.
16. Shampoo with a mild, acid balanced shampoo.
17. Apply acid balanced finishing rinse.
18. Blot dry with towel and style as desired.

19. Complete client record card and file.

20. Sanitize work area, implements, equipment, and hands.

21. Have instructor evaluate your work.

JOB SHEET 4 — COLORING — ANILINE DERIVATIVE TINTS

XXIII

OBJECTIVE 7

Apply a soap cap.

INTRODUCTION

At times a client will want to permanently highlight the natural color of the hair instead of making a dramatic color change. The soap cap technique combines a permanent tint with shampoo and hydrogen peroxide. The formula is custom-mixed by the cosmetologist. Applied like a shampoo, it is left in the hair 10 to 15 minutes before rinsing. A patch test is required 24 hours before the soap cap service.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Protective gloves
- Timer
- Color charts and swatches
- Applicator bottle

SUPPLIES

- Mild, acid balanced shampoo
- Selected tint
- Hydrogen peroxide developer
- Acid balanced finishing rinse
- Neck strip
- Client record card

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

1. Sanitize hands.
2. Perform a predisposition test.
3. Examine results of predisposition test. Record results on client record card. Proceed only if results are negative.
4. Seat and drape client for shampoo services and take to shampoo sink. Have client remove and safeguard jewelry.
5. Confirm color selection from preliminary consultation.
6. Prepare the soap cap solution, using equal parts of shampoo, tint, and appropriate volume peroxide.

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

7. Put on protective gloves.

8. Apply solution to the hair as you would a shampoo. Gently lather and allow to process from 5 to 15 minutes, depending on the desired results.

9. Add more warm water and relather.

10. Rinse with warm water spray until clear.

11. Shampoo with mild, acid balanced shampoo. Rinse with warm water. Apply finishing rinse.

12. Towel dry and style as desired.

13. Complete client record card and file.

14. Sanitize work area, implements, equipment, and hands.

15. Have instructor evaluate your work.

PRACTICAL TEST 1

COLORING — ANILINE DERIVATIVE TINTS

XXIII

JOB SHEET 1

Apply single process liquid tint to virgin hair.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Detangled hair, sectioned in basic pattern, applied cold cream around hairline and ears	___	___
5. Confirmed client's color selection	___	___
6. Correctly prepared and thoroughly mixed tint	___	___
7. Started where color change would be greatest	___	___
8. Parted ¼" strand with tip of applicator bottle	___	___
9. Lifted strand and applied tint off-scalp	___	___

	Yes	No
10. Quickly and smoothly covered entire head; set timer	___	___
11. Processed according to strand test	___	___
12. Used applicator bottle to apply tint close to, but not in contact with, the scalp	___	___
13. Applied tint to ends of the hair	___	___
14. Processed according to strand tests; confirmed and adjusted timing as necessary	___	___
15. Warm water rinsed, massaged to a lather, rinsed until water clear and cold cream removed	___	___
16. Removed any remaining tint stains from hairline	___	___
17. Shampooed with mild, acid balanced shampoo	___	___
18. Applied acid balanced finishing rinse	___	___
19. Towel dried and styled as desired	___	___
20. Completed client record card and filed	___	___
21. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for tint	4	3	2	1
Applied single process liquid tint accurately and completely	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Apply single process cream tint to virgin hair.

Student's name ____________________ Date ________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Detangled hair, sectioned into basic pattern, and applied cold cream around hairline and ears	___	___
5. Confirmed client's color selection	___	___
6. Correctly prepared tint solution in mixing bowl	___	___
7. Started where color change would be greatest	___	___
8. Parted ¼" strand with tip of tint brush	___	___

	Yes	No
9. Lifted strand and applied tint with brush from the scalp out through the ends of hair.	___	___
10. Quickly and smoothly covered whole head; set timer	___	___
11. Processed according to strand test, confirmed, and adjusted timing as necessary	___	___
12. Warm water rinsed, massaged to a lather, rinsed until water clear and cold cream removed	___	___
13. Removed any remaining tint stains from hairline	___	___
14. Shampooed with mild, acid balanced shampoo	___	___
15. Applied acid balanced finishing rinse	___	___
16. Towel dried and styled as desired	___	___
17. Completed client record card and filed	___	___
18. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for tint	4	3	2	1
Applied single process creme tint accurately and completely	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 3

Perform a tint retouch.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Had client remove and safeguard jewelry	___	___
3. Draped client	___	___
4. Consulted previous record card; examined hair and recorded condition on record card	___	___
5. Examined patch test for reaction, noted results on client record card; proceeded only if negative	___	___
6. Shampooed and conditioned previously tinted hair as necessary; dried under cool dryer	___	___
7. Correctly prepared tint solution and thoroughly mixed	___	___
8. Detangled hair, sectioned into basic pattern, and applied cold cream around hairline and ears	___	___

	Yes	No
9. Put on protective gloves	___	___
10. Outlined each section with tint solution	___	___
11. Parted ¼" strand with tip of applicator bottle, lifted strand and applied tint from scalp to slightly before the new growth ends; did not overlap	___	___
12. Completed entire head; set timer; occasionally strand tested root area	___	___
13. If ends of hair had faded, diluted the remaining tint solution with shampoo and gently worked through the shaft to the ends of the hair	___	___
14. Processed until completely developed	___	___
15. Rinsed tint from hair with warm water, removing cold cream also	___	___
16. Shampooed with mild, acid balanced shampoo	___	___
17. Applied acid balanced finishing rinse	___	___
18. Towel dried and styled as desired	___	___
19. Completed client record card and filed	___	___
20. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for tint retouch	4	3	2	1
Performed tint retouch accurately and completely	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 4

Apply a soap cap.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Performed predisposition test	___	___
3. Examined predisposition test area for reaction; noted results on client record card; proceeded only if negative	___	___
4. Draped and prepared client for shampoo; had client remove and safeguard jewelry	___	___
5. Confirmed client's color selection	___	___
6. Correctly prepared soap cap solution	___	___
7. Put on protective gloves	___	___
8. Applied solution as a shampoo, lathered, allowed to process from 5 to 15 minutes depending on desired results	___	___
9. Added warm water and relathered		

	Yes	No
10. Rinsed with warm water until clear	___	___
11. Shampooed with mild, acid balanced shampoo; rinsed with warm water; applied finishing rinse	___	___
12. Towel dried and styled as desired	___	___
13. Completed client record card and filed	___	___
14. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Applied soap cap accurately and completely	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

COLORING — ANILINE DERIVATIVE TINTS

XXIII

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with aniline derivative tints to their correct definitions. Write the correct letters in the blanks.

Part I

___ 1. A penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation

___ 2. Overlapping scale layers on the cuticle of the hair shaft

___ 3. Preparation used to restore elasticity, strength, manageability, and sheen to damaged hair

___ 4. Primary chemical developer in the hair color process; it provides oxygen to the process

___ 5. Any substance which releases oxygen during the oxidation process

___ 6. Instrument used to measure the strength or volume of hydrogen peroxide

___ 7. By-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed

___ 8. The potential, high or low, of a tint or lightener to lighten the natural hair color

a. cortex

b. cuticle

c. conditioner

d. oxidation

e. aniline derivative

f. overlapping

g. developer

h. hydrogen peroxide

i. demarcation line

j. hair tint

k. oxidizer

l. oxidation tint

m. hydrometer

n. imbrications

o. lift

May be photocopied for student use.

___ 9. Inner layer of the hair shaft containing melanin and pigment

___ 10. Chemical action of releasing oxygen to combine with other substances

___ 11. A visible streak between previously tinted hair and regrowth of the natural hair color

Part II

___ 1. An allergic skin reaction to the chemicals in aniline derivatives

___ 2. Condition caused during a retouch, by tint or lightener lapping earlier treated hair; may create a line of discoloration and may cause hair to weaken and break

___ 3. Protective outer layer of the hair shaft

___ 4. Any dye, tint, color, or filler that deposits color on the cuticle or into the cortex

___ 5. A streak or band created by overlapping tint onto previously tinted hair

a. pH scale

b. predisposition test

c. single process coloring

d. cuticle

e. hydrometer

f. para-phenylene diamine

g. virgin hair

h. virgin tint

i. hypersensitivity

j. overlapping

k. oxidizer

l. developer

m. hair tint

n. lift

o. line of discoloration

May be photocopied for student use.

___ 6. Chemical such as hydrogen peroxide which acts as an oxidizing agent; released oxygen activates color molecules and fixes the pigment during the coloring process

___ 7. Commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative tint; given at least 24 hours prior to the coloring service

___ 8. Hair that has not been treated with a chemical service

___ 9. Synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

___10. Hair coloring method using a one application product

___11. Application of permanent hair color to virgin hair

Part III

___ 1. Technique of applying a coloring solution to the hair shaft in the middle part of the shaft first then to the scalp area and hair ends; used with liquid tints and applicator bottle

___ 2. Substance which gives color to hair, skin, dyes, inks, tints, or toners

a. pigment

b. preliminary strand test

c. pH scale

d. porosity

e. developer

May be photocopied for student use.

___ 3. A combination shampoo and permanent hair color used to highlight or slightly change the hair's natural color; applied like a shampoo to dry hair

___ 4. Written record kept for each client; lists details such as hair condition, structure, patch and strand test results, chemical services applied, color selection, and results

___ 5. Penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint

___ 6. Technique of applying a coloring solution to the entire hair shaft from the scalp area out through the hair ends; used with cream tints and bowl/brush application

___ 7. The hair's ability to absorb moisture; important during tinting or toning for the hair to accept color deposits

___ 8. The measure of alkalinity or acidity in a substance; indicates its potential hydrogen

___ 9. Application of hair coloring product to the new growth of hair at the scalp

___10. Simple form used to release the salon and operator from responsibility for damages occurring during chemical services

f. on-scalp application

g. off-scalp application

h. cuticle

i. penetrating tint

j. tint retouch

k. record card

l. overlapping

m. release statement

n. soap cap

o. oxidizer

May be photocopied for student use.

___11. Preliminary application of a hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results

OBJECTIVE 2

List in order the preliminary and safety steps to an aniline derivative tint application. Write your answers on the lines provided.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

May be photocopied for student use.

9. ______________________________

____

10. ______________________________

____

11. ______________________________

____

12. ______________________________

____

13. ______________________________

____

14. ______________________________

____

OBJECTIVE 3

Select from a list true statements about aniline derivative tint applications. Write an "X" in the blank before each correct answer.

Single-process liquid tints

___ 1. Best selection for a client who wants a darker shade than the natural hair

___ 2. Off-scalp application is the best method of applying

___ 3. Applied to the middle of the hair shaft first then to the scalp and hair ends

___ 4. Hair at the scalp will process slower due to body heat and the presence of keratin

___ 5. Mixed in and applied by applicator bottle

May be photocopied for student use.

Single-process cream tints

___ 6. Best selection if clients choose a darker shade than their natural hair

___ 7. On-scalp technique is the best method of application

___ 8. Applied from the hair ends down to the scalp area in two separate applications

___ 9. Thickness of the cream allows easy application at the scalp

___10. Mixed in a non-metallic bowl and applied with a brush

Tint retouch

___11. Hair grows about 1½" per month

___12. New hair growth will be different color than the artificial color that was previously applied

___13. Single-process retouching will need to be performed every 3-4 weeks

___14. Patch test is required only if new growth is being retouched to a darker color

Soap cap

___15. Good choice when the client wants to make a dramatic color change rather than add highlights to the natural color of the hair

___16. Technique combines a permanent tint with shampoo and peroxide

___17. Formula is custom mixed by the cosmetologist

___18. Applied like a shampoo and left in the hair for 40 — 50 minutes

___19. Patch test is required at least 24 hours prior to the soap cap service

May be photocopied for student use.

NOTE: Objectives 4-7 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

COLORING — ANILINE DERIVATIVE TINTS

XXIII

OBJECTIVE 1

Part I

1. l
2. n
3. c
4. h
5. k
6. m
7. e
8. o
9. a
10. d
11. i

Part II

1. i
2. j
3. d
4. m
5. o
6. l
7. b
8. g
9. f
10. c
11. h

Part III

1. g
2. a
3. n
4. k
5. i
6. f
7. d
8. c
9. j
10. m
11. b

OBJECTIVE 2

1. Schedule preliminary consultation and hair coloring service on succeeding days at least 24 hours apart.
2. Carefully examine and analyze the hair and scalp. Note the results on the client record card. Proceed if healthy.
3. Use color charts and swatches to help client select color.
4. Advise client of requirement and procedure for patch test and reactions to look for after test.
5. Perform a patch test. Note on client record card.
6. If time permits, perform a preliminary strand test. Note results on the client record card.
7. After 24 hours, examine for patch test reaction. Note on client record card and proceed only if client has a negative reaction.
8. Perform any necessary pre-conditioning treatments. Note results on client record card.
9. Assemble necessary implements and supplies.
10. Seat and drape client for color services.
11. Have client remove and safeguard jewelry.
12. Put on protective gloves.
13. Perform a preliminary strand test if not done on preceding day.
14. Make necessary adjustments and record results on client record card.

OBJECTIVE 3

2, 3, 5, 6, 7, 9, 10, 12, 13, 16, 17, 19

OBJECTIVE SHEET

LIGHTENING HAIR

XXIV

INTRODUCTION

Hair lightening continues to be a popular and profitable hair service. Lightening products lift the hair to a desired shade and can be applied to the whole head, or just to a particular area, or used to achieve special effects. Lighteners can be used to achieve a final shade or to lift color pigmentation from the hair in preparation for applying a tint or toner. Lighteners do not require a predisposition test themselves but when used in a double process application a patch test will be required 24 hours prior to applying aniline derivative tints or toners. Lighteners are commonly referred to as bleaches.

UNIT OBJECTIVE

After completing this unit, the student will be able to identify types of lighteners; select tints, toners, and methods of application; list preliminary precautions; perform hair lightening, tint and toner application, lightener retouch, and tint and toner retouch. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with lightening hair to their correct definitions.
2. Match types of hair lightening products to their correct characteristics.
3. List characteristics of toners and high lift tints.
4. List seven stages of lightening hair.
5. Distinguish between methods of application.
6. Identify preliminary safety precautions.
7. Bleach virgin hair. (Job Sheet 1)

8. Apply tint to bleached hair. (Job Sheet 2)
9. Perform a double process tint retouch. (Job Sheet 3)
10. Apply toner to bleached hair. (Job Sheet 4)
11. Perform a bleach/toner retouch. (Job Sheet 5)
12. Perform a high lift tint. (Job Sheet 6)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a local cosmetologist with excellent knowledge of hair lightening techniques to speak to the class about relevant topics.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with lightening hair to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Match types of hair lightening products to their correct characteristics.

- Stress that this objective is a major part of the material to be tested.
- Let students define terms from their existing knowledge.
- Discuss terms and characteristics.

Objective 3: List characteristics of toners and high lift tints.

- Stress the importance of knowing the differences between toners and tints.

- Discuss terms and characteristics.

Objective 4: List seven stages of lightening hair.

- Emphasize to students that all stages of lightening would occur only to a head of virgin black hair.

- Have students bleach a strand of virgin black hair and watch the lightening process.

Objective 5: Distinguish between methods of application.

- Stress safety concerns identified with on and off-scalp applications.

- Let students discuss these methods based on their existing knowledge.

Objective 6: Identify preliminary safety precautions.

- Stress importance of this objective in application of skills in job sheets and practical tests.

- Modify or add safety precautions learned from your own experience.

APPLICATION

Objective 7: Bleach virgin hair.
Objective 8: Apply tint to bleached hair.
Objective 9: Perform a double process tint retouch.
Objective 10: Apply toner to bleached hair.
Objective 11: Perform a bleach/toner retouch.
Objective 12: Perform a high lift tint.

- Have students complete Job Sheets 1-6.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Hair Coloring and Lightening.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color filmstrips, four parts, teacher's guide included. No. 30785-127.)
- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)
- *Hair Coloring*, by Milady. Units titled: *Color Theory* #1, *Single Process Tint Application* #2, *Tint Retouch* #3, *Hair Lightening* #4, ISBN 0-87350-660-X VHS, ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts)

Print Media

- *Miss Clairol Professional.* Pamphlet #SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1990.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Albany, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

LIGHTENING HAIR

OBJECTIVE 1

Match terms associated with lightening hair to their correct definitions.

- **accelerator** — powder additive for cream and oil lighteners; used to quicken lightening time by accelerating the release of oxygen from hydrogen peroxide
- **aniline derivative** — by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed
- **artificial color remover** — product used to remove natural and artificial color from the hair
- **conditioner** — preparation used to restore elasticity, strength, manageability, and sheen to damaged hair
- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **cream lightener** — most popular type of lightener, contains thickeners, conditioner, and drabbers; mildness and gel consistency make it best choice for on-scalp applications; doesn't dry up, run, drip, or swell during retouch
- **cuticle** — protective outer layer of the hair shaft
- **decolorization** — process of lightening or removing natural color from the hair; measured in degree of color change
- **demarcation line** — a visible streak between previously tinted hair and regrowth of the natural hair color
- **developer** — chemical such as hydrogen peroxide which acts as an oxidizing agent
- **double-process coloring** — two step application; usually the hair is dramatically lightened then color is deposited with a toner
- **high lift tint** — single-process coloring product which uses a 30 or 40 volume peroxide developer to achieve dramatic lightening and coloring in one application

- **highlighting** — special lightening, brightening effect used on selected strands of hair within a style; achieved by using a highlift tint or bleach
- **hydrogen peroxide** — primary chemical developer in the hair color process; provides oxygen to the process
- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **lift** — the potential, low to high, of a tint or lightener to lighten the natural hair color
- **line of discoloration** — a streak or band created by overlapping tint onto previously tinted hair
- **oil lightener** — mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide; available in neutral, silver, gold, and red shades; can drip and run
- **overlapping** — condition caused during a retouch, by tint or bleach lapping earlier treated hair; may create a line of discoloration and may cause hair to weaken and break
- **oxidation tint** — a penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation
- **para-phenylene diamine** — synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative
- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint
- **pH scale** — measure of alkalinity or acidity in a substance; indicates its potential hydrogen
- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, or toners
- **porosity** — the hair's ability to absorb moisture; important during hair coloring for the hair to accept color deposits

- **powder lightener** — strongest and fastest acting bleach; contains oxygen releasing boosters; because of harshness, is best used for off-scalp applications; dries out quickly; won't run or drip; known as a quick bleach

- **predisposition test** — commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to application of coloring solution

- **preliminary strand test** — preliminary application of hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results

- **record card** — written record kept for each client; lists details such as the condition and structure of the hair, test results, chemical services, color selection, and results of services performed

- **release statement** — simple form used to release the salon and operator from responsibility for damages occurring during chemical services

- **resistant hair** — hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied

- **spot bleaching** — application of an artificial color remover or bleach to dark spots or streaks to even out color

- **tint retouch** — application of lightener or hair coloring to the new growth of hair at the scalp

- **toner** — a light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades

- **virgin hair** — hair that has not been treated with a chemical service

OBJECTIVE 2 **Match types of hair lightening products to their correct characteristics.**

Oil Lighteners

- Mixture of sulfonated oil and hydrogen peroxide
- Mildest and slowest action lightener
- Available in neutral, silver, gold, and red shades
- Best used on whole head applications
- Can drip and run

Cream Lighteners

- Most popular type of lightener
- Contains thickeners for greater control during application
- Contains conditioner for protection of the hair and scalp
- Contains blue drabber to neutralize red and brassy tones
- Requires mixing hydrogen peroxide, activators, and cream bleach base
- Gel consistency and mildness make it the best choice for on scalp applications
- Doesn't dry out, run, or drip
- Doesn't swell or overlap during retouch

Powder Lighteners

- Also called quick lighteners
- Strongest and fastest acting lightener
- Lack of conditioner can cause scalp irritation
- Contains oxygen releasing boosters

- Best used for off scalp applications such as frosting, painting, and streaking
- Dry out quickly and need remoistening
- Won't run or drip
- Swells during processing and can cause overlapping if used in a retouch

Accelerators

- Available as a fine powder
- Can be added to cream and oil lighteners to quicken lightening time
- Accelerate release of oxygen from hydrogen peroxide
- Matched by manufacturer for use with their specific lighteners

OBJECTIVE 3 **List characteristics of toners and high lift tints.**

Toners

- Can be aniline derivative or semi-permanent certified colors
- Available in delicate pastel shades
- May require a predisposition test
- Large color molecules slightly penetrate the cuticle
- Require almost complete removal of natural color pigment prior to toner application

High Lift Tints

- Aniline derivative
- Requires predisposition test
- Penetrate the cuticle and deposit permanent color in the cortex

- Used when client desires a shade much lighter than the natural color
- May require use of 30 or 40 volume developer to achieve high lift
- May have to be diluted for application to porous hair ends

OBJECTIVE 4 **List seven stages of lightening hair.**

In general, a head of virgin black hair will go through the following seven stages to reach almost white. Naturally lighter hair will not pass through all the stages.

1. Black
2. Brown
3. Red
4. Red-gold
5. Gold
6. Yellow
7. Pale yellow (almost white)

OBJECTIVE 5 **Distinguish between methods of application.**

Off-scalp application

- Normally used for special effects applications
- Used when natural hair color is being changed to a lighter shade
- Used to lighten virgin hair

  NOTE: Apply lightener to the body of hair shaft first, then to the scalp area.
- Used with harsh powder bleaches

On-scalp application

- Used for retouch on previously colored or lightened hair
- Used with mild cream lighteners
- Applied at the scalp first, then out through the hair shaft ends

---

⚠ **CAUTION:** On scalp applications should not be used with harsh powder bleaches.

OBJECTIVE 6

Identify preliminary safety precautions.

- Schedule and give a patch test 24 hours prior to application of aniline derivatives. Note results on client record card.
- Apply toner or tint only if test results are negative.

  NOTE: If lightener only is used to achieve desired color shade, a patch test is not required.
- Examine and analyze hair and scalp. Proceed only if healthy.
- Perform preliminary strand test. Record results on record card.
- Perform any necessary pre-conditioning treatments. Record results on client record card.
- Assemble sanitized implements and supplies.
- Read and follow manufacturer's directions for mixing chemical products.
- Drape client for wet services. Have client remove and safeguard jewelry.
- Wear protective gloves.
- Always sanitize hands before and after servicing client.

LIGHTENING HAIR

JOB SHEETS 1-6

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  — Use content area vocabulary

  WRITING SKILLS

  — Completing forms and records

  ORAL COMMUNICATION SKILLS

  — Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  — Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.

- If students have difficulty using content area vocabulary, review key terms and concepts so that students hear, see, write, and say them.

- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate ont he customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1 — LIGHTENING HAIR — XXIV

OBJECTIVE 7

Bleach virgin hair.

INTRODUCTION

Bleaching virgin hair is usually the first phase of a double process color application. It can, however, be used to achieve the desired shade change by itself. A preliminary strand test will help you determine the correct processing time and solution strength. It can be performed at the first consultation or by cutting a strand of hair and testing it after the client has left. Once correct shade and processing time have been determined, record the results on the client record card. When client returns for lightening/coloring service perform all preliminary safety precautions and proceed with bleaching application.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Glass or plastic bowl
- Applicator bottle (small brush optional)

SUPPLIES

- Neck strip
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Lightener
- Hydrogen peroxide
- Protective cold cream
- Acid balanced finishing rinse

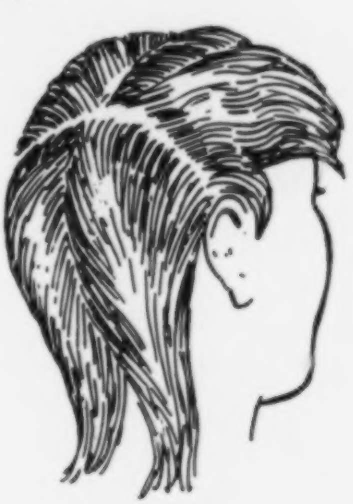
PROCEDURE

1. Sanitize hands.
2. Seat and drape client for wet services. Have client remove and safeguard jewelry.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

3. Detangle dry hair with comb, section into basic four quarter pattern. (Figure 1)

FIGURE 1



4. Apply cold cream around the hairline and ears.

5. Prepare bleaching formula for immediate use.

6. Put on protective gloves.

7. Start in the section that appears the darkest or most resistant.

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

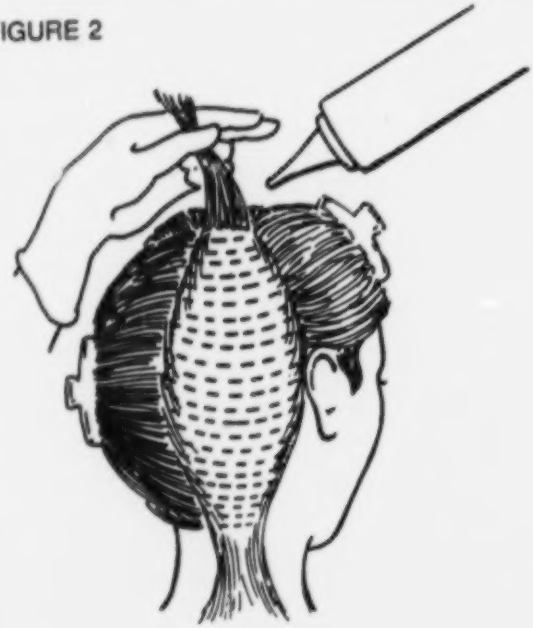
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

8. Begin application about ½" to 1" from the scalp and apply out to ½" to 1" from the ends depending on hair length and porosity. Apply to top and undersides of the strand. (Figure 2)

FIGURE 2



9. Quickly and smoothly cover entire head in this manner.

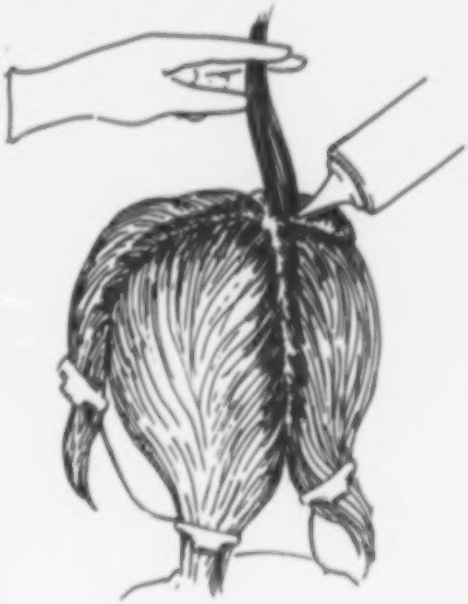
   NOTE: Do not comb lightener through hair.

10. Set timer. Test for bleaching action about half-way through determined processing time.

11. If strand test indicates correct processing, proceed with application of lightener near the scalp area.

12. Use tip of applicator bottle to part ⅛″ strands and carefully apply lightener to the unbleached scalp area. Avoid overlapping earlier bleached hair. (Figure 3)

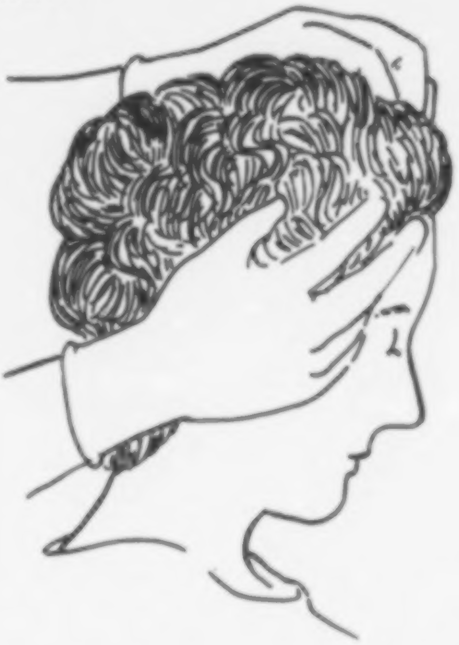
FIGURE 3



13. Apply remaining lightener to the ends of the hair.

14. Loosely pile hair on top of the head and cover with a plastic cap if required by manufacturer. (Figure 4)

FIGURE 4



15. Allow to process according to strand test results. Check to determine when entire hair shaft has reached the desired shade of lightening.

16. Rinse thoroughly with cool water until clear. Gently shampoo with mild, acid balanced shampoo. Avoid tangling hair. Remove cold cream.

17. Apply acid balanced finishing rinse to restore pH level.

18. Towel dry or dry under cool dryer as required by manufacturer.

19. Proceed with tint or toner application.

20. Later record bleaching results on a client record card.

21. Sanitize work area, implements, equipment, and hands.

22. Have instructor evaluate your work.

JOB SHEET 2

LIGHTENING HAIR

XXIV

OBJECTIVE 8

Apply tint to bleached hair.

INTRODUCTION

Application of tints to bleached hair is used when the client desires a shade much lighter than the natural color. Use a color chart to select the final shade. Since light colored tinting alone won't cover dark shades, the hair must be bleached to lift some natural color before the tint is applied. The action of the peroxide opens the cuticle and allows permanent tint of an even lighter shade to deposit in the cortex. Tints are aniline derivative and require a patch test 24 hours prior to application. Once this and all other preliminary safety precautions have been observed you can proceed with the tint application. Very dark hair may require a second application of bleach in order to lift to the correct shade before tinting.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Glass or plastic bowl
- Applicator bottle (small brush optional)

SUPPLIES

- Neck strip
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Tint
- Hydrogen peroxide developer
- Protective cold cream
- Acid balanced finishing rinse

PROCEDURE

1. After bleaching, rinsing, shampooing, applying finishing rinse, and drying hair according to manufacturer's directions, proceed with tint application.

2. Use clean neck strip and towels to redrape client.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

3. Detangle and resection hair into basic four quarter pattern.

4. Apply protective cream around hairline and ears.

5. Mix tint and developer according to manufacturer's requirements and prepare for immediate use.

6. Put on protective gloves.

7. Begin application in the back crown area.

8. Use tip of applicator bottle to make ¼" partings and start application ½" from the scalp out through the body of the hair shaft to ½" to 1" from the hair ends depending on hair length and porosity.

9. Quickly and smoothly cover entire head in this manner. Set timer according to strand test results.

10. Being careful to avoid contact with the scalp, use applicator bottle or small brush to apply tint solution close to the scalp.

11. Apply tint solution to the ends of the hair.

12. Allow to process according to strand test results. Confirm even development by removing color from a test strand. Adjust timing if necessary.

13. Gently rinse with lukewarm spray water, while massaging color to a lather. Water rinse until clear, removing protective cream also.

14. Shampoo with a mild, acid balanced shampoo.

15. Apply acid balanced finishing rinse.

16. Blot dry with towel and style as desired.

17. Complete client record card and file.

18. Sanitize work area, implements, equipment, and hands.

19. Have instructor evaluate your work.

JOB SHEET 3 — LIGHTENING HAIR — XXIV

OBJECTIVE 9

Perform a double process tint retouch.

INTRODUCTION

As the darker regrowth of hair becomes obvious a double process tint retouch will become necessary. First the new growth will need to be pre-lightened to the same shade used for the first tint application. Cream bleach is the best choice for this task because of its controllability during application and the fact that it doesn't run or drip. This helps prevent overlapping previously lightened/tinted hair. Be sure to carefully read the client warning card before starting. Again, a patch test will be required 24 hours prior to tint application. Observe all preliminary safety precautions as you proceed with the tint application.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Glass or plastic bowl
- Applicator bottles (small brushes optional)

SUPPLIES

- Neck strips
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Cream lightener
- Selected tint
- Hydrogen peroxide
- Protective cream
- Acid balanced finishing rinse

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.
2. Seat and drape client for wet services. Have client remove and safeguard jewelry.
3. Consult client record card and confer with client about satisfaction with previous results.

- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Examine hair and perform any necessary reconditioning treatments.

5. Section hair in basic four quarter pattern. Apply protective cream.

6. Mix cream lightener according to manufacturer's directions. Prepare for immediate use.

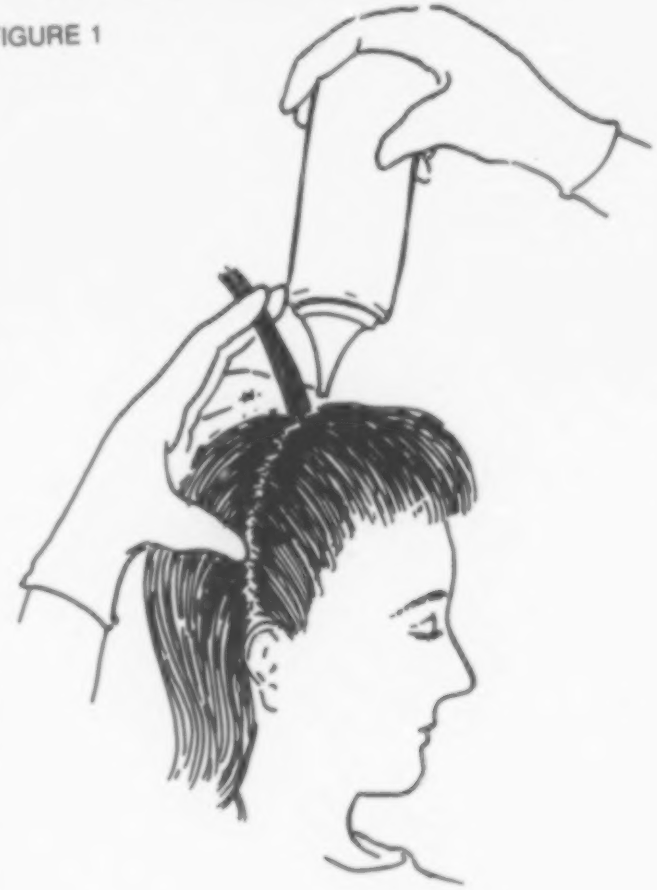
7. Put on protective gloves.

8. Use tip of applicator bottle to make ⅛" partings.

   NOTE: The smaller partings insures greater accuracy in application.

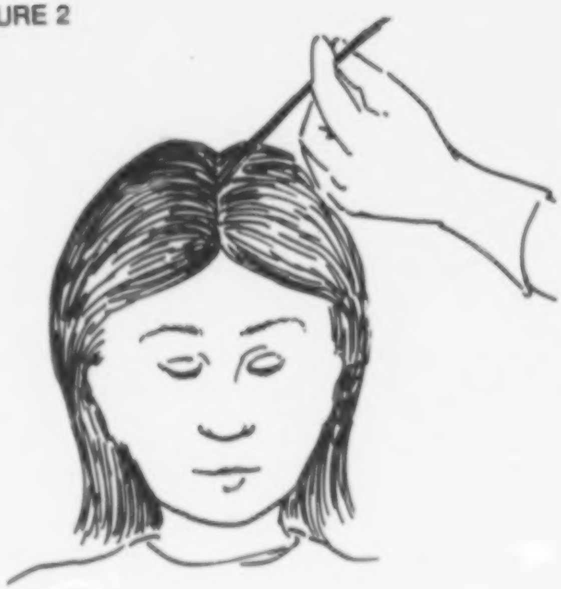
9. Apply quickly and neatly to the new growth. Avoid overlapping previously lightened/tinted hair. (Figure 1)

FIGURE 1



10. Make several strand tests until desired shade is reached. (Figure 2)

FIGURE 2



11. Use cool water and mild shampoo to remove lightener. Avoid tangling hair. Remove protective cream.

12. Towel dry or dry under cool dryer as required by manufacturer.

13. Remove bleach solutions to avoid contamination of tint products.

14. Remove protective gloves.

15. Remove and replace wet towels and neck strip and redrape client.

16. Gently detangle and resection hair into basic four quarter pattern.

17. Apply protective cream around hairline and ears.

18. Follow manufacturer's directions to mix tint and developer for immediate use.

19. Put on protective gloves.

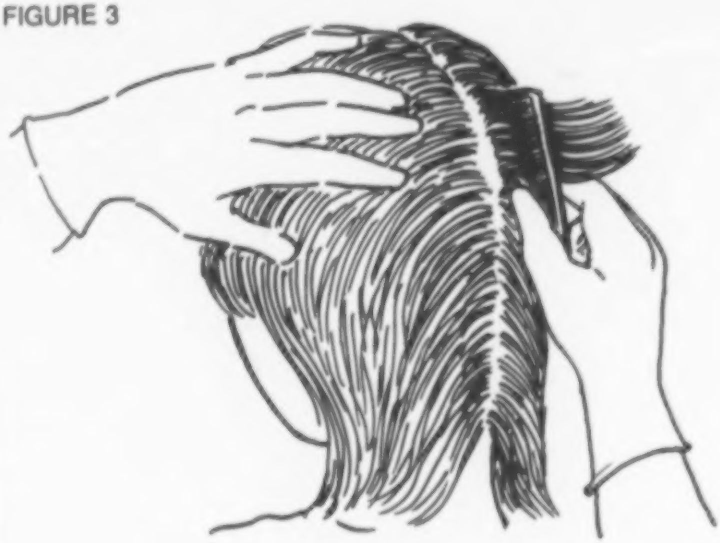
20. Begin application at back crown area.

21. Make ⅛" partings and apply tint to the new growth area. Avoid overlapping previously tinted hair.

22. Set timer and allow to process according to strand test results. Confirm even development by removing color from a test strand. Adjust timing if necessary.

23. Gently rinse with lukewarm water until clear, removing protective cream at the same time. Check for complete coverage. (Figure 3)

FIGURE 3



24. Shampoo with a mild, acid balanced shampoo.

25. Apply acid balanced finishing rinse.

26. Blot dry with towel and style as desired.

27. Complete client record card and file.

28. Sanitize work area, implements, equipment, and hands.

29. Have instructor evaluate your work.

JOB SHEET 4 LIGHTENING HAIR XXIV

OBJECTIVE 10

Apply toner to bleached hair.

INTRODUCTION

Toners containing delicate pastel colors require a double process application. Bleaching must remove nearly all natural color pigmentation. Pre-lightening makes the hair porous enough for large color molecules of the toner to penetrate the cuticle. A few present day toners use semi-permanent certified colors, but most have aniline derivatives and require a patch test 24 hours prior to toner application. Be sure to observe all preliminary safety precautions before you apply toners to bleached hair.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Glass or plastic bowl
- Applicator bottle (small brush optional)

SUPPLIES

- Neck strips
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Toner
- Hydrogen peroxide
- Protective cream
- Acid balanced finishing rinse

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. After prelightening hair and drying, proceed with toner application.
2. Use clean neck strip and towels and redrape client.
3. Detangle and resection hair into basic four quarter pattern.
4. Apply protective cream around hairline and ears.

- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Mix toner and peroxide according to directions. Prepare for immediate use.

   NOTE: Toners often require lower volume peroxide because 20 volume may cause unnatural color shades.

6. Put on protective gloves.

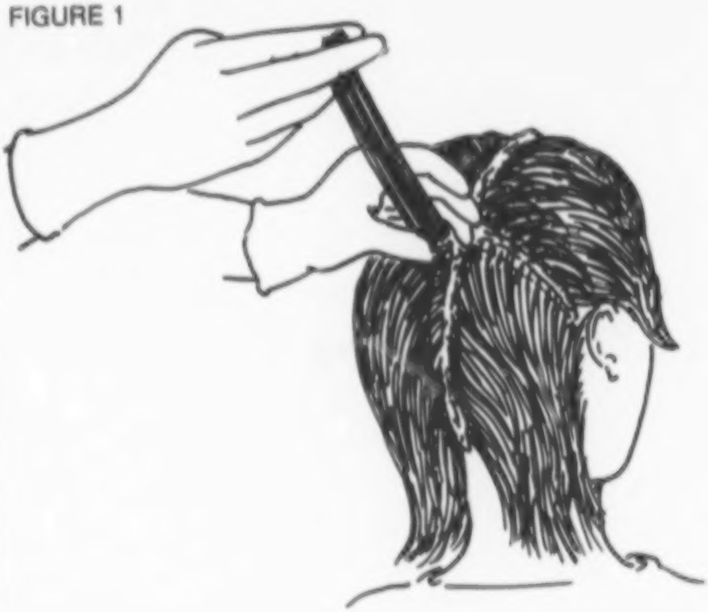
7. Start at the back crown area.

8. Use tail of tint brush to make ¼" partings, and begin applying toner to the hair at the scalp area.

   NOTE: Toners appear very dark during processing, often with a blue, brown, or violet tone.

9. Evenly and gently work toner through the strand with the brush or fingers. (Figure 1)

FIGURE 1



10. Apply toner to the ends of the hair last. Dilute with water or mild, acid balanced shampoo if hair ends are too porous.

11. Set timer and allow toner to process according to preliminary strand test results. Test occasionally until desired shade is obtained.

12. Clear water rinse and massage toner to a lather.

13. Rinse out lather, gently shampoo with mild shampoo and water rinse until clear. Remove any toner stains from the scalp and hairline.

14. Apply acid balanced finishing rinse.

15. Towel dry and style as desired.

16. Complete client record card and file.

17. Sanitize work area, implements, equipment and hands.

18. Have instructor evaluate your work.

JOB
SHEET 5

LIGHTENING HAIR

XXIV

OBJECTIVE 11

Perform a bleach/toner retouch.

INTRODUCTION

A bleach/toner retouch, like the initial service, is a double process application. Cream lighteners provide the best method of application because of controllability, and they do not swell and overlap previously lightened hair. Be sure to consult client record card and use the same product and preliminary strand test data. If toner is aniline derivative a predisposition test will be required 24 hours before toner application. Observe all preliminary safety precautions as you proceed with the bleach/toner retouch.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Glass or plastic bowl
- Applicator bottles
- Small tint brush

SUPPLIES

- Neck strips
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Cream bleach
- Selected toner
- Hydrogen peroxide (20 and 10 volume)
- Protective cream
- Acid balanced finishing rinse

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.
2. Seat and drape client for wet services. Have client remove and safeguard jewelry.
3. Examine hair and perform any necessary reconditioning treatments.

4. Detangle hair and section in basic four quarter pattern.

5. Apply protective cream around hairline and ears.

6. Mix cream lightener according to manufacturer's directions. Prepare for immediate use.

7. Put on protective gloves.

8. Use tip of applicator bottle to make ⅛" partings.

9. Apply quickly and neatly to the new growth. Avoid overlapping previously lightened hair. Set timer.

10. Make several strand tests, until desired shade of lightening is reached.

11. Use cool water and mild, acid balanced shampoo to remove lightener. Rinse off protective cream at the same time.

12. Towel dry or dry under cool dryer as directed by manufacturer.

13. Cap and remove bleach solutions to avoid contamination of toner products.

14. Remove protective gloves.

15. Remove and replace neck strip and wet towels and redrape client.

16. Gently detangle and resection hair in basic four quarter pattern.

17. Apply protective cream around hairline and ears.

18. Follow manufacturer's directions to mix toner and peroxide for immediate use.

19. Put on protective gloves.

20. Begin application at back crown area.

21. Make ⅛" partings and use tint brush to apply toner to the new growth area. Avoid overlapping previously toned hair.

- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

22. Set timer and allow toner to process according to preliminary strand test results. Test occasionally until desired shade is obtained.

23. Clear water rinse and massage toner into a lather.

24. Rinse out lather and check for complete coverage.

    NOTE: If necessary dilute remaining toner and work solution through the whole head of hair. Strand test until desired shade is reached.

25. Rinse out lather, gently shampoo with mild, acid balanced shampoo and water rinse until clear.

26. Remove any toner stains from the scalp and hairline.

27. Apply acid balanced finishing rinse.

28. Towel dry and style as desired.

29. Complete client record card and file.

30. Sanitize work area, implements, equipment, and hands.

31. Have instructor evaluate your work.

JOB SHEET 6

LIGHTENING HAIR

XXIV

OBJECTIVE 12

Perform a high lift tint.

INTRODUCTION

When your client desires a very dramatic change from a darker hair shade to a much lighter artificial shade, it may be possible to use a high power single-process tint which uses a stronger developer such as a 30 or 40 volume hydrogen peroxide. Most manufacturers make a line of such high lift tints and color charts to help you select the correct product. Besides the usual preliminary precautions, you will need to apply a high lift tint in an off-scalp application because of the harshness of the developer. As with all aniline derivative tints, a patch test must be given at least 24 hours prior to the coloring service. Perform the preliminary strand test at the same time.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Comb
- Timer
- Clips
- Applicator bottle

SUPPLIES

- Neck strips
- Client record card
- Protective gloves
- Mild, acid balanced shampoo
- Cotton balls
- Protective cream
- Selected high lift tint
- 30 or 40 volume peroxide as required
- Acid balanced finishing rinse

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.

2. Seat and drape client for wet services. Have client remove and safeguard jewelry.

3. Examine patch test area and hair and scalp. Proceed only if test results are negative and hair and scalp are healthy. Note results of examination on client record card.

- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Detangle dry hair, section into basic four quarter pattern. Apply protective cream around the hairline and ears.

   NOTE: Hair should not be shampooed right before applying tint solution but it may be necessary to rinse the hair and especially the hairline to remove any residual natural oils.

5. Mix high lift tint solution according to manufacturer's directions, using the correct volume developer.

6. Put on protective gloves.

7. Start in the section that will undergo the greatest color change.

8. Sub-section and lift strand and apply tint off-scalp to the hair shaft, starting ½″ to 1″ from the scalp and working out to within 1″ from the hair ends.

9. Quickly and evenly cover entire head in this manner. Set timer.

10. Being careful to avoid contact with the scalp, use applicator bottle to apply tint solution close to the scalp.

11. Apply tint solution to the hair ends.

12. Strand test frequently, confirming even development. Adjust timing if necessary.

    NOTE: If hair ends are over porous, you may need to dilute the remaining tint solution with an equal amount of shampoo and apply to the hair ends working evenly through the hair ends.

13. When desired shade is reached, gently rinse with lukewarm water, working into a lather. Water rinse thoroughly, removing protective cream also.

14. Shampoo with a mild, acid balanced shampoo.

15. Apply acid balanced finishing rinse to restore pH level.

16. Blot dry with a towel and style as desired.

17. Complete client record card and file.

18. Sanitize work area, implements, equipment, and hands.

19. Have instructor evaluate your work.

PRACTICAL TEST 1

LIGHTENING HAIR

XXIV

JOB SHEET 1

Bleach virgin hair.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client for wet services; had client remove and safeguard jewelry	___	___
3. Detangled dry hair and sectioned in four quarters	___	___
4. Applied protective cream around hairline and ears	___	___
5. Prepared bleaching formula for immediate use	___	___
6. Put on protective gloves	___	___
7. Started in darkest or most resistant section of hair	___	___
8. Began application ½" to 1" from scalp out to ½" to 1" from the ends depending on hair length and porosity; applied to top and undersides of strand	___	___

	Yes	No
9. Quickly and smoothly covered entire head	___	___
10. Set timer; tested bleaching action half-way through determined processing time	___	___
11. Correctly applied lightener to the hair near the scalp; avoided overlapping earlier bleached hair	___	___
12. Applied remaining bleach to ends of hair	___	___
13. Loosely piled hair on top of head and covered with plastic cap if required	___	___
14. Allowed to process according to preliminary strand test results; checked to determine desired shade	___	___
15. Rinsed with cool water until clear; gently shampooed with mild, acid balanced shampoo; removed protective cream	___	___
16. Applied acid balanced finishing rinse	___	___
17. Dried as directed by manufacturer	___	___
18. Proceeded with tint or toner application	___	___
19. Later recorded bleaching results on a client record card	___	___
20. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria				
Prepared client's hair for bleaching	4	3	2	1
Properly bleached virgin hair	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Apply tint to bleached hair.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Used clean neck strip and towels to redrape client	___	___
2. Detangled and resectioned hair in four quarters	___	___
3. Applied protective cream around ears and hairline	___	___
4. Mixed tint and developer for immediate use	___	___
5. Put on protective gloves	___	___
6. Began application at back crown area	___	___
7. Made ¼" partings and started application ½" to 1" from the scalp out to ½" to 1" from the ends of the hair	___	___
8. Quickly and smoothly covered entire head; set timer	___	___

	Yes	No
9. Carefully applied tint to hair close to the scalp	___	___
10. Applied tint to ends of hair	___	___
11. Allowed to process according to preliminary strand test results; tested until desired shade reached	___	___
12. Gently rinsed with lukewarm water; massaged tint to a lather; water rinsed until clear; removed protective cream	___	___
13. Shampooed with mild, acid balanced shampoo	___	___
14. Applied acid balanced finishing rinse	___	___
15. Towel dried and styled as desired	___	___
16. Completed client record card and filed	___	___
17. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria				
Prepared hair for tint	4	3	2	1
Properly applied tint to bleached hair	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

LIGHTENING HAIR

XXIV

JOB SHEET 3

Perform a double process tint retouch.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client for wet services; had client remove and safeguard jewelry	___	___
3. Consulted client record card for previous data	___	___
4. Examined hair and performed any necessary reconditioning treatments	___	___
5. Sectioned hair in four quarters; applied protective cream around ears and hairline	___	___
6. Followed directions to mix cream bleach for immediate use	___	___
7. Put on protective gloves	___	___
8. Made ⅛" partings and quickly, neatly applied lightener to new hair growth; avoided overlapping	___	___

	Yes	No
9. Made several strand tests until correct shade was reached	___	___
10. Removed bleach with cool water and mild shampoo; avoided tangling hair; removed protective cream	___	___
11. Dried hair as directed by manufacturer	___	___
12. Moved bleach solutions to avoid contamination of tint products	___	___
13. Removed protective gloves	___	___
14. Replaced wet neck strip and towels and redraped	___	___
15. Detangled and resectioned hair in four quarters	___	___
16. Applied protective cream	___	___
17. Followed directions to mix tint and developer for immediate use	___	___
18. Put on protective gloves	___	___
19. Began application at back crown area	___	___
20. Made ⅛" partings and applied tint to new growth; avoided overlapping	___	___
21. Set timer and allowed tint to process according to strand test data; made several tests until desired shade was obtained	___	___
22. Gently rinsed with lukewarm water until clear; removed protective cream; checked coverage	___	___
23. Shampooed with a mild, acid balanced shampoo	___	___
24. Applied acid balanced finishing rinse	___	___
25. Towel dried and styled as desired	___	___
26. Completed client record card and filed	___	___

	Yes	No
27. Sanitized work area, implements, equipment and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria				
Prepared hair for double process tint retouch	4	3	2	1
Performed a double process tint retouch	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

LIGHTENING HAIR

XXIV

JOB SHEET 4

Apply toner to bleached hair.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Used clean neck strip and towels to redrape client	___	___
2. Detangled and resectioned hair in four quarters	___	___
3. Applied protective cream	___	___
4. Followed directions to mix toner and peroxide for immediate use	___	___
5. Put on protective gloves	___	___
6. Started at back crown area	___	___
7. Made ¼" partings with tint brush tail and applied toner to the hair at the scalp area	___	___
8. Evenly and gently worked toner through the strand with tint brush or fingers	___	___
9. Applied toner to hair ends last; diluted if hair ends too porous	___	___
10. Set timer and allowed toner to process according to previous strand test data	___	___

	Yes	No
11. Strand tested occasionally until desired shade was reached		
12. Clear water rinsed and worked toner to a lather		
13. Rinsed and shampooed lather out until clear; removed toner stains from scalp and hairline		
14. Applied acid balanced finishing rinse		
15. Towel dried and styled as desired		
16. Completed client record card and filed		
17. Sanitized work area, implements, equipment, and hands		
Total		

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria				
Prepared hair for toning	4	3	2	1
Properly applied toner to bleached hair	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

LIGHTENING HAIR

XXIV

JOB SHEET 5

Perform a bleach/toner retouch.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client for wet services; had client remove and safeguard jewelry	___	___
3. Examined hair and performed any necessary reconditioning treatments	___	___
4. Detangled hair and sectioned in four quarters	___	___
5. Applied protective cream around ears and hairline	___	___
6. Followed directions to mix cream bleach for immediate use	___	___
7. Put on protective gloves	___	___
8. Made ⅛" partings and quickly, neatly applied lightener to new hair growth; avoided overlapping	___	___
9. Set timer; made several strand tests until desired shade of lightening was reached	___	___

	Yes	No
10. Rinsed out bleach with cool water and mild shampoo; removed protective cream	___	___
11. Dried hair as directed by manufacturer	___	___
12. Moved bleach solutions to avoid contamination of toner products	___	___
13. Removed protective gloves	___	___
14. Replaced neck strip and wet towels and redraped	___	___
15. Detangled and resectioned hair in four quarters	___	___
16. Applied protective cream	___	___
17. Followed directions to mix toner and peroxide for immediate use	___	___
18. Put on protective gloves	___	___
19. Began application at back crown area	___	___
20. Made ⅛" parting with tint brush and applied toner to new hair growth; avoided overlapping	___	___
21. Set timer and allowed toner to process according to strand test data; tested several times until desired shade was reached	___	___
22. Clear water rinsed and massaged toner to a lather	___	___
23. Rinsed out lather and checked for complete coverage	___	___

		Yes	No
24.	Used mild, acid balanced shampoo and water rinse until clear	___	___
25.	Removed any toner stains from scalp and hairline	___	___
26.	Applied acid balanced finishing rinse	___	___
27.	Towel dried and styled as desired	___	___
28.	Complete client record card and filed.	___	___
29.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for bleach/toner retouch	4	3	2	1
Performed a bleach/toner retouch	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 6 — LIGHTENING HAIR — XXIV

JOB SHEET 6

Perform a high lift tint.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Seated and draped client; had client remove and safeguard jewelry	___	___
3. Examined patch test area, hair and scalp; proceeded only if test was negative and hair and scalp were healthy; noted on record card	___	___
4. Detangled hair, sectioned in basic pattern, applied protective cream	___	___
5. Mixed tint solution according to manufacturer's directions; used correct volume developer	___	___
6. Put on protective gloves	___	___
7. Started in section that would undergo the greatest color change	___	___
8. Subsectioned and lifted strand and made off-scalp application of tint solution evenly and quickly over entire head; set timer	___	___

		Yes	No
9.	Carefully avoided direct contact with scalp while using applicator bottle to apply tint close to the scalp		
10.	Applied tint solution to hair ends		
11.	Made frequent strand tests, confirmed even development; adjusted timing if necessary		
12.	When processing complete, rinsed and worked into lather, water rinsed thoroughly and removed protective cream		
13.	Shampooed with a mild, acid balanced shampoo		
14.	Applied acid balanced finishing rinse		
15.	Blotted dry and styled as desired		
16.	Completed client record card and filed		
17.	Sanitized work area, implements, equipment and hands		
	Total		

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Prepared hair for a high lift tint	4	3	2	1
Performed a high lift tint	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

LIGHTENING HAIR

XXIV

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with lightening hair to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Process of lightening or removing natural color from the hair; measured in degree of color change

___ 2. The potential, low to high, of a tint or lightener to lighten the natural hair color

___ 3. Powder additive for cream and oil lighteners; used to quicken lightening time by accelerating the release of oxygen from hydrogen peroxide

___ 4. Single-process coloring product which uses a 30 or 40 volume peroxide developer to achieve dramatic lightening and coloring in one application

___ 5. Product used to remove natural and artificial color from the hair

___ 6. Inner layer of the hair shaft containing melanin and pigment

___ 7. Condition caused during a retouch by tint or bleach lapping earlier treated hair; may create a line of discoloration and may cause hair to weaken and break

a. high lift tint

b. aniline derivative

c. overlapping

d. decolorization

e. cortex

f. artificial color remover

g. hydrogen peroxide

h. accelerator

i. demarcation line

j. lift

k. double-process coloring

May be photocopied for student use.

___ 8. Two step application; usually the hair is dramatically lightened then color is deposited with a toner

___ 9. Primary chemical developer in the hair color process; provides oxygen to the process

___10. By-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed

___11. A visible streak between previously tinted hair and regrowth of the natural haircolor

PART II

___ 1. Special lightening, brightening effect used on selected strands of hair within a style; achieved by using a high lift tint or bleach

___ 2. Most popular type of lightener, contains thickeners, conditioners and drabbers; mildness and gel consistency make it best choice for on-scalp applications; doesn't dry up, run, drip, or swell during retouch

___ 3. An allergic skin reaction to the chemicals in aniline derivatives

___ 4. Preparation used to restore elasticity, strength, manageability, and sheen to damaged hair

a. cream lightener
b. conditioner
c. hypersensitivity
d. para-phenylene diamine
e. powder lightener
f. highlighting
g. oil lightener
h. virgin
i. preliminary strand test
j. pH scale

May be photocopied for student use.

___ 5. Synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

___ 6. Strongest and fastest acting bleach; contains oxygen releasing boosters; because of harshness, is best used for off-scalp applications; dries out quickly, won't run or drip; known as a quick bleach

___ 7. Preliminary application of hair coloring product to a small strand of hair; determines correct product mixture, development time and coloring results

___ 8. Mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide; available in neutral, silver, gold, and red shades; can drip and run

___ 9. Hair that has not been treated with a chemical service

___10. Measure of alkalinity or acidity in a substance; indicates its potential hydrogen

___11. Simple form used to release the salon and operator from responsibility for damages occurring during chemical services

___12. A streak or band created by overlapping tint onto previously tinted hair

k. release statement

l. line of discoloration

May be photocopied for student use.

PART III

___ 1. A penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation

___ 2. A light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades

___ 3. Commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to application of coloring solution

___ 4. Substance which gives color to hair, skin, dyes, ink, tints, or toners

___ 5. Application of an artificial color remover or bleach to dark spots or streaks to even out color

___ 6. Application of lightener or hair coloring to the new growth of hair at the scalp

___ 7. Penetrating hair coldring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint

___ 8. The hair's ability to absorb moisture; important during hair coloring for the hair to accept color deposits

a. resistant hair

b. pigment

c. tint retouch

d. record card

e. spot bleaching

f. developer

g. toner

h. porosity

i. oxidation tint

j. penetrating tint

k. cuticle

l. predisposition test

May be photocopied for student use.

___ 9. Written record kept for each client; lists details such as hair condition, structure, test results, chemical services, color selection and results

___10. Hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied

___11. Chemical such as hydrogen peroxide who acts as an oxidizing agent

___12. Protective outer layer of the hair shaft

OBJECTIVE 2

Match types of hair lightening products to their correct characteristics. Write the correct letters in the blanks. Letters may be used more than once.

___ 1. Mildest and slowest action lightener

___ 2. Also called quick lighteners

___ 3. Doesn't dry out, run, or drip

___ 4. Contains blue drabber to neutralize red and brassy tones

___ 5. Added to cream and oil lighteners to quicken processing time

___ 6. Strongest and fastest acting lightener

___ 7. Mixture of sulfonated oil and hydrogen peroxide

___ 8. Contains oxygen releasing boosters

a. powder lighteners

b. cream lighteners

c. oil lighteners

d. accelerators

May be photocopied for student use.

___ 9. Can drip and run

___10. Doesn't swell and overlap during retouch

___11. Accelerate release of oxygen from hydrogen peroxide

___12. Most popular type of lightener

___13. Gel consistency and mildness make it best choice for on scalp applications

___14. Lack of conditioner can cause scalp irritation

___15. Available in neutral, silver, gold, and red shades

___16. Contains conditioner for protection of the hair and scalp

___17. Best used for off scalp applications such as frosting, painting, and streaking

___18. Contains thickeners for greater control of application

___19. Dry out quickly and need remoistening

___20. Requires mixing hydrogen peroxide, activators, and cream bleach base

___21. Best used on whole head applications

___22. Matched by manufacturer for use with their specific lighteners

___23. Swells during processing and can cause overlapping if used in a retouch

May be photocopied for student use.

OBJECTIVE 3

List characteristics of toners and high lift tints. Write your answers in the spaces provided.

Toners

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
____

High lift tints

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
____
6. ______________________________
____

OBJECTIVE 4

List seven stages of lightening hair. Write your answers in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________

May be photocopied for student use.

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

OBJECTIVE 5

Distinguish between methods of application. Write the correct letters in the blanks. Letters may be used more than once.

___ 1. Used to lighten virgin hair

___ 2. Used for special effects applications

___ 3. Used when natural hair color is being changed to a lighter shade

___ 4. Used with mild cream lighteners

___ 5. Used for retouch on previously colored or lightened hair

___ 6. Applied at scalp first, then out through the ends of the hair

___ 7. Used with harsh powder bleaches

a. Off-scalp application

b. On-scalp application

OBJECTIVE 6

Identify preliminary safety precautions. Write T (true) or F (false) in the blanks.

___ 1. Give patch test 12 hours prior to application of aniline derivatives.

___ 2. Apply toner or tint only if test results are negative.

___ 3. Note results of patch test on client record card only if results are positive.

May be photocopied for student use.

___ 4.. Examine and analyze hair. Proceed only if healthy.

___ 5. Perform preliminary strand test. Record results on record card.

___ 6. Postpone any necessary pre-conditioning treatments until next client appointment.

___ 7. Assemble sanitized implements and supplies.

___ 8. Be your own guide in mixing chemical products.

___ 9. Drape client for wet services. Have client remove and safeguard jewelry.

___10. Protective gloves are only necessary if you have experienced an allergic reaction to aniline derivatives.

___11. Always sanitize hands before and after servicing client.

___12. Read and follow manufacturer's directions only if you haven't lightened hair in a while.

NOTE;- Objectives 7-12 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

LIGHTENING HAIR

XXIV

OBJECTIVE 1

PART I

1. d
2. j
3. h
4. a
5. f
6. e
7. c
8. k
9. g
10. b
11. i

PART II

1. f
2. a
3. c
4. b
5. d
6. e
7. i
8. g
9. h
10. j
11. k
12. l

PART III

1. i
2. g
3. l
4. b
5. e
6. c
7. j
8. h
9. d
10. a
11. f
12. k

OBJECTIVE 2

1. c
2. a
3. b
4. b
5. d
6. a
7. c
8. a
9. c
10. b
11. d
12. b
13. b
14. a
15. c
16. b
17. a
18. b
19. a
20. b
21. c
22. d
23. a

OBJECTIVE 3

Toners

1. Can be aniline derivative or semi-permanent certified colors
2. Available in delicate pastel shades
3. May require a predisposition test
4. Large color molecules slightly penetrate the cuticle
5. Require almost complete removal of natural color pigment prior to toner application

High Lift Tints

1. Aniline derivative
2. Require predisposition test
3. Penetrate the cuticle and deposit permanent color in the cortex
4. Used when client desires a shade much lighter than the natural color
5. May require use of 30 or 40 volume developer to achieve high lift
6. May have to be diluted for application to porous hair ends

OBJECTIVE 4

1. Black
2. Brown
3. Red
4. Red-gold
5. Gold
6. Yellow
7. Pale yellow (almost white)

OBJECTIVE 5

1. a
2. a
3. a
4. b
5. b
6. b
7. a

OBJECTIVE 6

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. F
11. T
12. F

OBJECTIVE SHEET

COLORING — SPECIAL EFFECTS

XXV

INTRODUCTION

Today many clients desire personalized haircoloring services. Special effects continue to be in vogue. They allow you to express your artistic creativity and build your clientele. Many unusual and dramatic effects are possible. Dimensional highlighting creates toned and lightened accents — lighter areas reflect light, seem to advance toward the eye, and enhance detail. Some methods use only lighteners while others may use toners and/or tints. Be sure to perform preliminary strand tests and patch tests as required.

UNIT OBJECTIVE

After completing this unit, the student will be able to discuss techniques used in coloring hair for special effects, methods of applying color for special effects, and preliminary safety precautions. The student will also perform coloring of hair for special effects. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with coloring hair for special effects to their correct definitions.
2. Complete statements about preliminary safety precautions.
3. Discuss current special effects techniques.
4. Describe three main methods used to achieve special effects.
5. Discuss frosting cap applications.
6. Perform a frosting technique using powder bleach. (Job Sheet 1)
7. Perform a streaking technique. (Job Sheet 2)

SUGGESTED ACTIVITIES

COLORING — SPECIAL EFFECTS

XXV

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - — Invite a local cosmetologist with hair lightening expertise to speak to the class about relevant topics.
  - — Invite a manufacturer's representative to speak to the class about products available for creating special effects.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other media to supplement the unit.
  - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with coloring hair for special effects to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Let students give their own definitions based on previous knowledge and experience.

Objective 2: Complete statements about preliminary safety precautions.

- Stress the importance of this objective in the application of skills in job sheets and practical tests.

- Modify or add safety precautions learned from your own experience.

Objective 3: Discuss current special effects techniques.

- Have guest speaker address the class.
- Discuss the aspects of creativity and artistic skills employed in special effects services.
- Have students make a scrapbook with current special effects photographs.
- Have students discuss their own ideas about current trends and fashion fads.

Objective 4: Describe three main methods used to achieve special effects.

- Emphasize to students the need to master the technical skills which will allow them to use their creative artistic impulses.
- Add to the unit by drawing on your own experience and skills.
- Demonstrate the three methods relevant to this unit.

Objective 5: Discuss frosting cap applications.

- Differentiate between the applications.

APPLICATION

Objective 6: Perform a frosting technique using powder bleach.
Objective 7: Perform a streaking technique.

- Have students complete Job Sheets 1 and 2.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Hair Coloring and Lightening*. Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrips, four parts, teacher's guide included, No. 30785-127)
- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)

- *Hair Coloring*, by Milady. Units titled: *Color Theory #1*, *Single Process Tint Application #2*, *Tint Retouch #3*, *Hair Lightening #4*. ISBN 0-87350-660-X VHS, ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts)

Print Media

- *Miss Clairol Professional*. Pamphlet # SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.

UNIT REFERENCES

- Dalton, John W. *The Professicnal Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text*. Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology*. Milady Publishing Co.: Albany, NY, 1990.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Co.: Albany, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

COLORING — SPECIAL EFFECTS

XXV

OBJECTIVE 1

Match terms associated with coloring hair for special effects to their correct definitions.

- **accelerator** — powder additive for cream and oil lighteners; used to quicken lightening time by accelerating the release of oxygen from hydrogen peroxide
- **aniline derivative** — by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed
- **artificial color remover** — product used to remove natural and artificial color from the hair
- **conditioner** — preparation used to restore elasticity, strength, manageability, and sheen to damaged hair
- **cortex** — inner layer of the hair shaft containing melanin and pigment
- **cream lightener** — most popular type of lightener; contains thickeners, conditioners, and drabbers; mildness and gel consistency make it the best choice for on-scalp applications; doesn't dry up, run, drip, or swell during retouch
- **crochet needle** — various sizes are used to pull small strands of hair through the perforations of the frosting cap
- **cuticle** — protective outer layer of the hair shaft
- **decolorization** — process of lightening or removing natural color from the hair; measured in degree of color change
- **developer** — chemical, such as hydrogen peroxide, which acts as an oxidizing agent
- **double-process coloring** — two step application; usually hair is dramatically lightened, then color is deposited with a toner or tint
- **foil application** — technique in which small rectangles of aluminum foil are used to isolate small strands of hair for streaking and other highlighting applications

- **frosting cap** — thin plastic cap with perforations; small strands of hair are pulled through the holes and left exposed for highlighting applications
- **highlighting** — special lightening, brightening effect used on selected strands of hair within a style; achieved by using a high-lift tint or bleach
- **hydrogen peroxide** — primary chemical developer in the hair color process; provides oxygen to the process
- **hypersensitivity** — an allergic skin reaction to the chemicals in aniline derivatives
- **lift** — the potential, low to high, of a tint or lightener to lighten the natural hair color
- **line of discoloration** — a streak or band created by overlapping tint onto previously tinted hair
- **oil lightener** — mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide; available in neutral, silver, gold, and red shades; can drip and run
- **overlapping** — condition caused during a retouch, by tint or bleach lapping earlier treated hair; may create a line of decolorization and may cause hair to weaken and break
- **oxidation tint** — a penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation
- **para-phenylene diamine** — synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative
- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint
- **pH scale** — measure of alkalinity or acidity in a substance; indicates its potential hydrogen
- **pigment** — substance which gives color to hair, skin, dyes, inks, tints, or toners

- **porosity** — the hair's ability to absorb moisture; important during hair coloring for the hair to accept color deposits
- **powder lightener** — strongest and fastest acting bleach; contains oxygen releasing boosters; because of harshness is best used for off-scalp applications; dries out quickly, won't run or drip; known as quick bleach
- **predisposition test** — commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to application of coloring solution
- **preliminary strand test** — preliminary application of hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results
- **resistant hair** — hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied
- **soap cap** — combination of permanent tint, shampoo, and hydrogen peroxide; applied like a shampoo, used to permanently highlight the natural color of the hair
- **streaking, frosting, tipping, painting** — partial lightening techniques used on small sections of hair within a style
- **toner** — a light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades
- **virgin hair** — hair that has not been treated with a chemical service

OBJECTIVE 2

Complete statements about preliminary safety precautions.

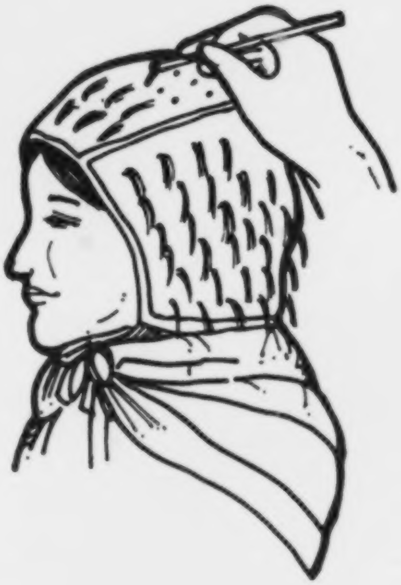
- Perform patch test 24 hours prior to application of aniline derivatives. Note results on client record card.
- Apply toner or tint only if test results are negative.

  NOTE: If lightener only is used to achieve desired color shade, a patch test is not required.
- Examine and analyze scalp and hair. Proceed only if healthy.

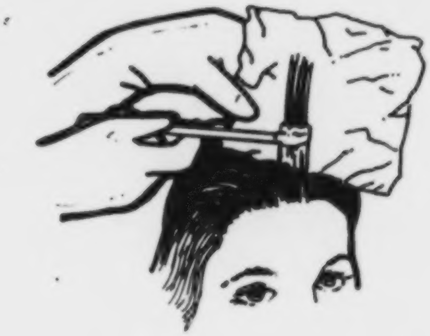
- Perform preliminary strand test. Record results on client record card.
- Perform any necessary pre-conditioning treatments. Record results on client record card.
- Assemble sanitized implements and supplies.
- **Read and follow manufacturer's directions** for mixing lightening and coloring solutions.
- Drape client for wet services. Have client remove and safeguard jewelry.
- Put protective gloves on before applying hair lightening products.
- Always sanitize hands before and after serving each client.

OBJECTIVE 3 **Discuss current special effects techniques.**

- **frosting** — Very small strands of hair from all sections of the head are lightened and sometimes toned. Cap method is used. Strands mix and blend with natural hair when combed out.

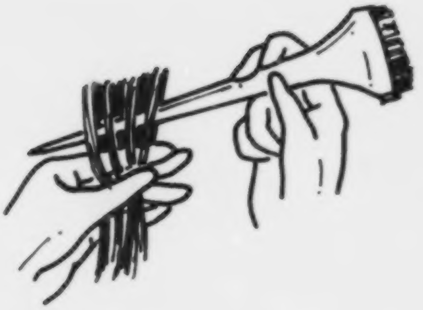


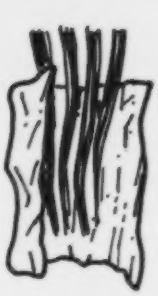
- **streaking** — 1" to 3" strands of hair, usually from the top front of the head, are sectioned out and lightened using the foil method.

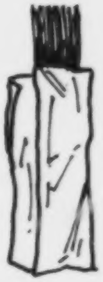


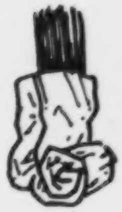
- **weaving** — Small strands are pulled out of a subsection with the tail of the tint brush and lightened using foil method.

  NOTE: This method is not recommended for a double-process application. It works best for single-process application, lightening, or high lift tint.

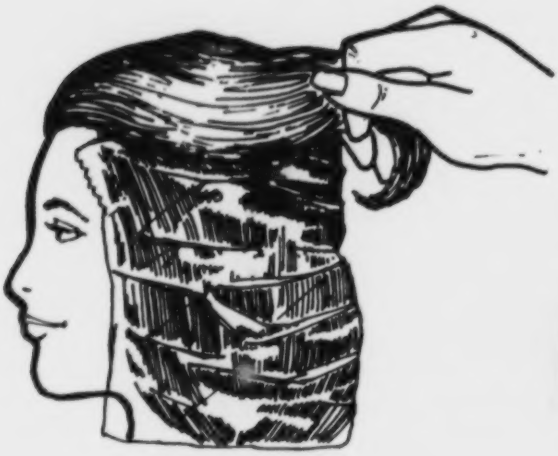


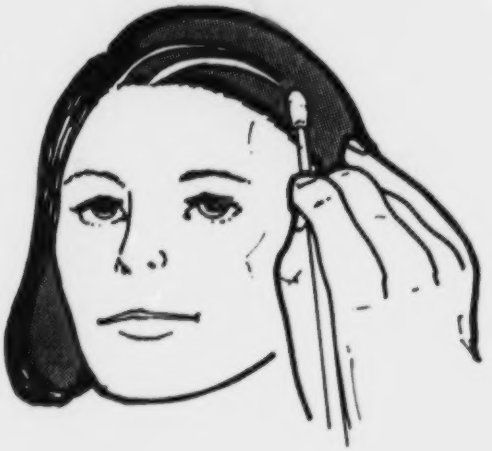






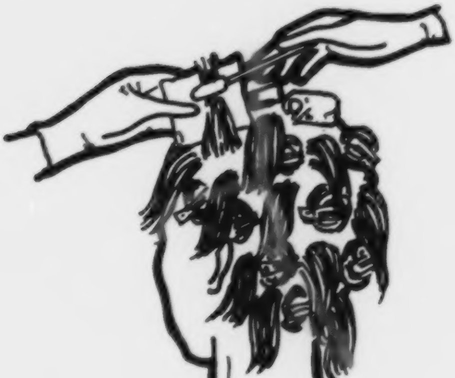
- **painting** — The top is sectioned off, plastic wrap is placed around the head just below the part and secured with tape at the temples. The top section is combed into style and lightener is applied freehand using a cotton-tipped stick.

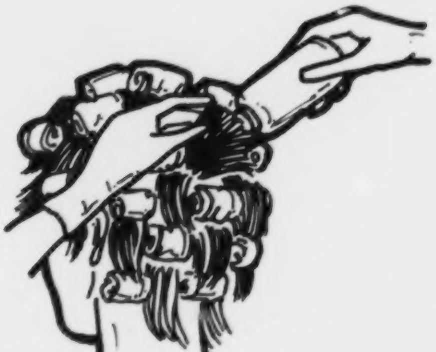




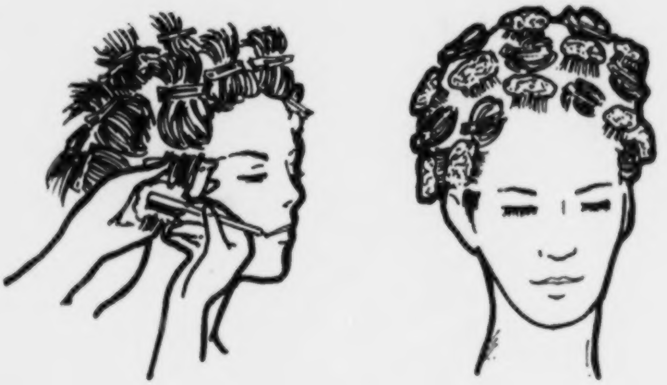
- **minking** — Hair is pre-lightened and two shades of blonde toner are layered onto each section using a weaving technique and foil method of application.

- **blonde-on-blonde** — All hair is pre-lightened. Alternate 1" sections are then toned, one with a light toner, and one with a slightly darker toner, in a checkerboard pattern using the foil method.

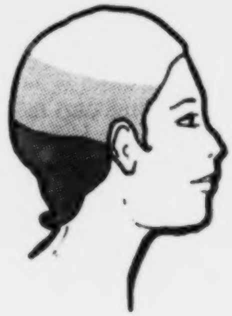




- **tipping** — 1" strands of hair are clipped into dry curls. The ends of every other curl are lightened using the foil method.



- **tri-level coloring** — All hair is prelightened. Two shades of toner and one shade of tint are used in various sections. The darker shade at the nape is applied first, the lightest shade at the top is applied last. Double-process application methods are used in all three sections.



- **striper comb** — Lightener is mixed in a bowl, and a wide-toothed comb is dipped into the solution. Strands are lifted away from the head and the solution is combed through the strand with a freehand motion.

- **vent brush** — Bleach is mixed in a bowl and the brush tips are dipped in the solution and brushed through styled hair with a freehand motion.
- **backcombing** — All hair is pre-lightened and select strands are heavily backcombed. A small sponge or cotton wedget, dipped in toner, is used to scrunch color onto the extended hair ends.

OBJECTIVE 4 **Describe three main methods used to achieve special effects.**

- **cap method** — Small strands of clean hair are pulled through the holes of a perforated cap with a crochet needle. Extended strands are then lightened or frosted. Powder or quick bleach is usually used. After rinsing, a toner may be applied.
- **foil method** — Small strands of hair are selected from a subsection, placed over foil, and selected bleach or high lift tint is applied. Foil is folded over treated hair during processing to avoid touching the rest of subsection hair.
- **freehand method** — This method involves the application of a bleaching solution directly onto clean hair. Hair is styled first, then lightener is applied with a tint brush, cotton swab stick, applicator bottle, cotton or sponge wedget, comb, vent brush, or gloved fingers. Accents vary but are effective in highlighting wave lines, upsweeps, and "C" shapings.

OBJECTIVE 5 **Discuss frosting cap applications.**

- **powder bleach application** — Powder or quick bleach is mixed and a heat lamp or dryer is pre-heated. Bleach is generously applied slightly off scalp with a tint brush. A thin, plastic cap is used to prevent lightener from drying out too quickly during processing.

  NOTE: Some manufacturer's directions ask for heat to be applied during the bleaching process.

- **cream bleach application** — Accelerator is mixed with cream bleach for immediate use. Bleach is applied slightly off scalp with an applicator bottle or gloved fingers. Application is processed according to manufacturer's directions.

- **highlighting application** — After strands have been prelightened, if a color effect is desired, toner can be applied while the frosting cap is still in place. A patch test must have been given 24 hours before application. Strand test during processing until desired shade is reached.

Note: Manufacturer's directions must be read carefully and followed completely.

COLORING — SPECIAL EFFECTS

JOB SHEETS 1 and 2

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  — Using content area vocabulary

  WRITING SKILLS

  — Completing forms and records

  ORAL COMMUNICATION SKILLS

  — Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  — Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

- Practicing good work habits/attitudes
  - Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.

- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.

- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.

- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.

- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1

COLORING — SPECIAL EFFECTS

XXV

OBJECTIVE 6

Perform a frosting technique using powder bleach.

INTRODUCTION

Frosting is one of the most popular special effects used today. Small strands are lightened and become very complementary and flattering when combed out. The subtly-shaded strands mix with the natural hair and require no retouching. Many clients only need two or three frosting applications a year to maintain these highlights. If aniline derivative tints or toners are applied, a patch test is required 24 hours prior to application. Be sure to observe all preliminary safety precautions during this service. The application described here is frosting with a quick bleach.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape or shampoo cape
- Crochet needles
- Frosting cap
- Comb
- Tint brush
- Protective gloves
- Plastic or glass bowl

SUPPLIES

- Cotton
- Two thin plastic caps
- Talcum powder
- Mild shampoo
- Client record card
- Powder lightener
- Hydrogen peroxide developer
- Liquid conditioner (optional)
- Neck strip

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.
2. Drape client for wet services. Have client remove and safeguard jewelry.
3. Examine scalp and hair. Proceed if healthy.

- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

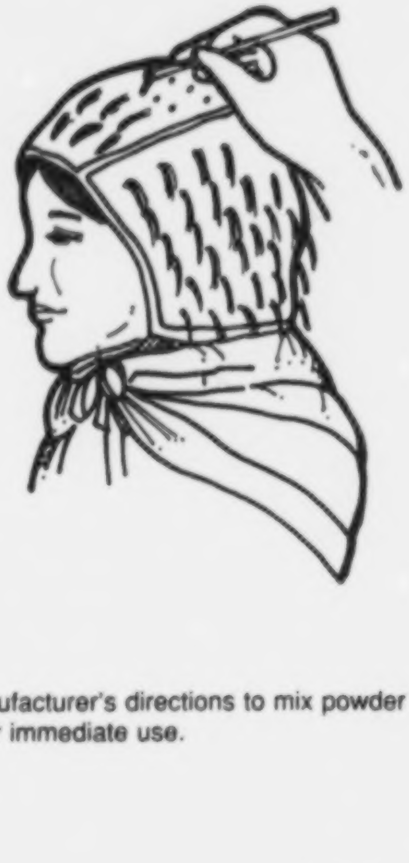
Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Comb tangles from hair.
5. Comb hair straight back from face. Moisten with liquid conditioner if desired.
6. Place first thin plastic cap over the head.
7. Dust inside of frosting cap with talcum powder.

   NOTE: This and the conditioner will make it easier and less painful to pull strands through the holes in the frosting cap.
8. Place frosting cap over the inner cap. Adjust cap for comfort.
9. With crochet needle between thumb and index finger, insert needle hook through hole perpendicular to the lay of the hair.
10. Withdraw needle parallel to the head, pulling strand through the hole. Complete entire head or number of strands desired. (Figure 1)

FIGURE 1



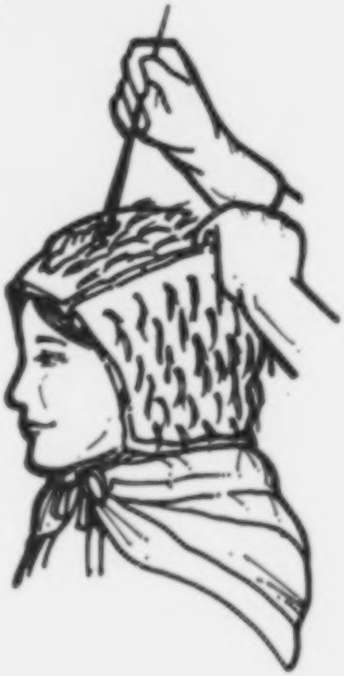
11. Follow manufacturer's directions to mix powder bleach and peroxide for immediate use.

12. Preheat dryer or heat lamp to a warm temperature if required by manufacturer.

13. Put on protective gloves.

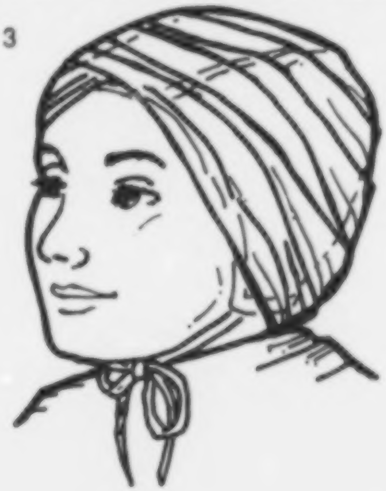
14. Use tint brush to generously apply lightener to all exposed hair strands. (Figure 2)

FIGURE 2



15. Cover the head with the second plastic cap. (Figure 3)

FIGURE 3



16. Have client sit under warm dryer or heat lamp, if required.

17. Strand test after 5 to 10 minutes. If lightener dries out, remoisten by applying more lightener. Hair lightens at different processing stages. Time may vary.

18. When bleach processing is complete, remove the outer plastic cap, rinse hair with lukewarm water and shampoo gently.

19. Remove frosting cap and inner cap, and blot hair dry with a towel.

20. Style as desired.

21. Complete client record card and file.

22. Sanitize work area, implements, equipment, and hands.

23. Have instructor evaluate your work.

JOB SHEET 2

COLORING — SPECIAL EFFECTS

XXV

OBJECTIVE 7

Perform a streaking technique.

INTRODUCTION

Streaking lightens separate 1" to 3" strands of hair in specific areas of the head. The strands can be lightened in subtle or dramatic accents depending on size and placement. The streaks can be achieved by the application of lightener alone but can also be toned after lightening if desired. If a toner is used, a patch test is required 24 hours prior to application. Observe all preliminary safety precautions as you proceed with this service.

IMPLEMENTS AND EQUIPMENT

- Towels
- Shampoo cape
- Comb
- Timer
- Plastic or glass bowl
- Clips
- Tint brush
- Protective gloves

SUPPLIES

- Aluminum foil (4" strips, length varies)
- Cotton
- Cream conditioner
- Powder bleach
- Toner
- Hydrogen peroxide
- Client record card
- Mild shampoo
- Neck strip

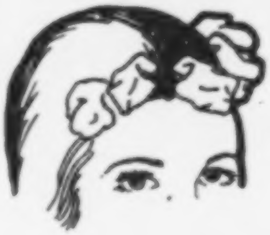
PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.
2. Drape client for wet services. Have client remove and safeguard jewelry.
3. Examine scalp and hair. Proceed if healthy.
4. Detangle and comb hair into style.

5. Select strands to be streaked, place foil strips at the base of the strands and clip into place. (Figure 1)

FIGURE 1



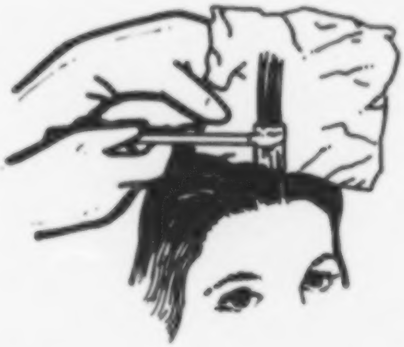
6. Protect the hair around each strand by applying a heavy coating of cream conditioner.

7. Mix bleach formula or high lift tint in a bowl according to manufacturer's directions.

8. Put on protective gloves.

9. Remove the clip from one piece of foil and use brush to apply lightener in an off scalp application. (Figure 2)

FIGURE 2



Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

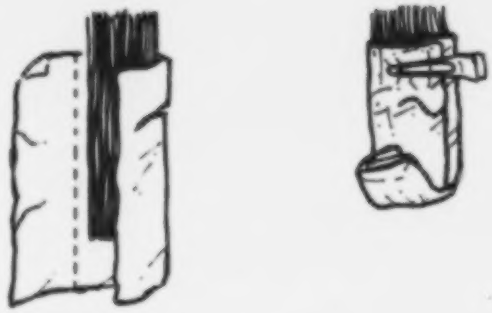
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

10. Wrap the foil around the strand and secure again with clip. (Figure 3)

FIGURE 3



11. Use the same procedure with all strands to be lightened. Set timer.

12. Place a thick strip of cotton around the base of each foiled strand.

    NOTE: The cotton will absorb any lightener that swells so it won't reach unprotected surrounding hair.

13. Place client under a preheated warm dryer or heat lamp.

14. Make several strand tests until strands have reached about half the desired shade.

15. Unwrap each strand and carefully apply quick lightener to the scalp hair. Apply to hair ends if they were too porous and omitted earlier.

16. Secure foil around the strands again.

17. Allow to process according to preliminary strand test, while making frequent strand tests.

18. When processing is even and complete, unwrap each foil covered strand.

19. Use cotton and cool water to rinse bleach from each strand and gently shampoo each strand separately. Rinse until clear.

20. If additional color is needed, mix toner and developer according to directions for immediate use.

21. Apply toner to each streaked strand of hair.

22. Securely wrap each strand in foil and clip. Set timer.

23. Allow to process according to preliminary strand test. Check processing frequently.

24. When desired shade is reached, remove foil and rinse clean with lukewarm water.

25. Shampoo whole head with mild shampoo. Rinse thoroughly.

26. Towel dry and style as desired.

27. Complete client record card and file.

28. Sanitize work area, implements, equipment, and hands.

29. Have instructor evaluate your work.

PRACTICAL TEST 1

COLORING — SPECIAL EFFECTS

XXV

JOB SHEET 1

Perform a frosting technique using powder bleach.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student: Yes No

1. Sanitized hands ___ ___
2. Draped client for wet services; had client remove and safeguard jewelry ___ ___
3. Examined scalp and hair; proceeded only if healthy ___ ___
4. Combed tangles from hair ___ ___
5. Combed hair straight back; moistened with conditioner as desired ___ ___
6. Placed thin plastic cap over the head ___ ___
7. Dusted inside of frosting cap with talc ___ ___
8. Placed frosting cap over inner cap; adjusted for comfort ___ ___
9. Inserted crochet needle hook through hole and perpendicular to the lay of the hair ___ ___

	Yes	No
10. Correctly pulled hair strands through holes	___	___
11. Followed directions to mix powder bleach	___	___
12. Preheated dryer or heat lamp to warm as required	___	___
13. Put on protective gloves	___	___
14. Used tint brush to generously apply lightener to all exposed hair strands	___	___
15. Covered head with second plastic cap	___	___
16. Placed client under dryer or heat lamp if required	___	___
17. Strand tested after 5-10 minutes; remoistened lightener as necessary	___	___
18. When processing was completed removed outer cap, rinsed and shampooed hair	___	___
19. Removed frosting cap and inner cap; towel dried hair	___	___
20. Styled as desired	___	___
21. Completed client record card and filed	___	___
22. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Followed all preliminary safety precautions	4	3	2	1
Followed directions for mixing chemical solutions	4	3	2	1
Correctly applied solutions to the hair	4	3	2	1
Followed timing requirement for correct processing, made strand tests	4	3	2	1
Shampooed, rinsed, dried and set hair correctly	4	3	2	1
Completed records, and after-client sanitizing	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

COLORING — SPECIAL EFFECTS

XXV

JOB SHEET 2

Perform a streaking technique.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client for wet services; had client remove and safeguard jewelry	___	___
3. Examined scalp and hair; proceeded only if healthy	___	___
4. Detangled and combed hair into style	___	___
5. Selected strands to be streaked, placed foil strips at the base of strands and clipped in place	___	___
6. Applied heavy coat of conditioning cream around each strand to be lightened	___	___
7. Mixed bleach or high lift tint according to manufacturer's directions	___	___
8. Put on protective gloves	___	___

		Yes	No
9.	Used brush to apply bleach in off scalp application; wrapped foil securely and secured with clip	___	___
10.	Completed all strands in same manner; set timer	___	___
11.	Placed thick cotton around base of each foiled strand	___	___
12.	Placed client under warm dryer or heat lamp	___	___
13.	Strand tested until strands reached half the desired shade	___	___
14.	Unwrapped strands and applied quick lightener to scalp hair and hair ends if necessary	___	___
15.	Secured foil around strands again	___	___
16.	Made frequent strand tests until processing was even and complete	___	___
17.	Unwrapped each foil covered strand	___	___
18.	Used cotton and cool water to rinse bleach from each strand, shampooed separately, and rinsed clear	___	___
19.	Followed directions to mix toner and developer if toner was required	___	___
20.	Applied toner to each separate strand	___	___
21.	Securely wrapped each strand in foil, clipped, set timer	___	___
22.	Allowed to process according to preliminary strand test; checked processing frequently	___	___

	Yes	No
23. When desired shade reached, removed foil and rinsed clean with lukewarm water	___	___
24. Shampooed whole head with mild shampoo; rinsed thoroughly	___	___
25. Towel dried and styled as desired	___	___
26. Completed client record card and filed	___	___
27. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Followed all preliminary safety precautions	4	3	2	1
Followed directions for mixing chemical solutions	4	3	2	1

Correctly applied solutions to the hair	4	3	2	1
Followed timing requirement for correct processing, made strand tests	4	3	2	1
Shampooed, rinsed, dried and styled hair correctly	4	3	2	1
Completed records, and after-client sanitizing	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

COLORING — SPECIAL EFFECTS

XXV

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with coloring hair for special effects to their correct definitions. Write the correct letters in the blanks.

PART I

___ 1. Various sizes used to pull small strands of hair through perforations of the frosting cap; varied sizes

___ 2. Technique in which small rectangles of aluminum foil are used to isolate small strands of hair for streaking or other highlighting applications

___ 3. Inner layer of hair shaft containing melanin and pigment

___ 4. An allergic skin reaction to the chemicals in aniline derivatives

___ 5. Two step application; usually hair is dramatically lightened, then color is deposited with a toner or tint

___ 6. By-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed

___ 7. Most popular type of lightener; contains thickeners, conditioners, and drabbers; mildness and gel consistency make it the best choice for on-scalp applications

a. hypersensitivity
b. aniline derivative
c. crochet needle
d. accelerator
e. foil application
f. cortex
g. double-process coloring
h. decolorization
i. lift
j. artificial color remover
k. cream lightener
l. cuticle
m. frosting cap
n. hydrogen peroxide
o. porosity

May be photocopied for student use.

___ 8. The potential, low to high, of a tint or lightener to lighten the natural hair color

___ 9. Thin plastic cap with perforations; small strands of hair are pulled through the holes and left exposed for highlighting applications

___10. Powder additive for cream and oil lighteners; used to quicken lightening time by accelerating the release of oxygen from hydrogen peroxide

___11. The hair's ability to absorb moisture

PART II

___ 1. Chemical, such as hydrogen peroxide, which acts as an oxidizing agent

___ 2. Protective outer layer of the hair shaft

___ 3. Primary chemical developer in the hair color process; provides oxygen to the process

___ 4. Preparation used to restore elasticity, strength, manageability, and sheen to damaged hair

___ 5. Product used to remove natural and artificial color from the hair

a. penetrating tint

b. decolorization

c. cuticle

d. artificial color remover

e. thermal wave

f. hydrogen peroxide

g. highlighting

h. predisposition test

i. conditioner

j. developer

k. virgin hair

May be photocopied for student use.

___ 6. Process of lightening or removing natural color from the hair; measured in degree of color change

___ 7. Special lightening, brightening effect used on selected strands of hair within a style; achieved by using a high-lift tint or bleach

___ 8. Hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation tint

___ 9. Commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative; given at least 24 hours prior to application of coloring solution

___10. Hair that has not been treated with a chemical service

___11. Combination of permanent tint, shampoo, and hydrogen peroxide; applied like a shampoo; used to permanently highlight the natural color of the hair

l. toner

m. soap cap

PART III

___ 1. Mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide; available in neutral, silver, gold, and red shades

___ 2. Substance which gives color to hair, skin, dyes, inks, tints, or toners

a. oxidation tint

b. azo dye

c. porosity

d. soap cap

e. oil lightener

May be photocopied for student use.

___ 3. Hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied

___ 4. Condition caused during a retouch, by tint or bleach lapping earlier treated hair; may create a line of discolorization and may cause hair to weaken and break

___ 5. A light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades

___ 6. Application of hair coloring product to a small strand of hair; determines correct product mixture, development time, and coloring results

___ 7. Synthetic organic dye compound found in the base of most permanent hair coloring products; an aniline derivative

___ 8. Partial lightening techniques used on small sections of hair within a style

___ 9. Strongest and fastest acting bleach; contains oxygen releasing boosters; because of harshness is best used for off-scalp applications; dries out quickly, won't run or drip; known as quick bleach

f. pH scale

g. overlapping

h. para-phenylene diamine

i. powder lightener

j. resistant hair

k. booster

l. preliminary strand test

m. streaking, frosting, tipping, painting

n. pigment

o. toner

p. line of discoloration

May be photocopied for student use.

___10. A penetrating, permanent hair coloring that deposits color into the cortex of the hair during oxidation

___11. Measure of alkalinity or acidity in a substance; indicates its potential hydrogen

___12. A streak or band created by overlapping tint onto previously tinted hair

OBJECTIVE 2

Complete statements about preliminary safety precautions.
Write the correct answer in the blank.

1. Patch test should be given 24 hours before application of
____.
2. Apply toner or tint only if patch test results are ____________.
3. After hair and scalp examination, proceed only if __________.
4. Record results of preliminary strand test on _______________
____.
5. If necessary, perform pre-conditioning __________________.
6. Assemble supplies and _____________________________.
7. Before mixing lighteners or coloring solutions be sure to
____.
8. After draping client have them remove and _______________.
9. Before applying hair lightening products, put on
____.
10. Before and after serving each client always _______________.

May be photocopied for student use.

OBJECTIVE 3 **Discuss current special effects techniques.** Write answers in the space provided.

Frosting ____

____

____

Streaking ____

____

____

Weaving ____

____

____

Painting ____

____

____

Minking ____

____

____

Blonde-on-blonde ____________________________________

____

____

Tipping ____

____

____

May be photocopied for student use.

Tri-level coloring

Striper comb

Vent brush

Backcombing

OBJECTIVE 4

Describe three main methods used to achieve special effects. Write a brief description of each method in the space provided.

Cap method

May be photocopied for student use.

Foil method

Freehand method

OBJECTIVE 5 **Discuss frosting cap applications.** Write your answers in the space provided.

Powder bleach application

Cream bleach application

May be photocopied for student use.

Highlighting application ______________________

____

____

____

____

NOTE: Objectives 6 and 7 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

COLORING — SPECIAL EFFECTS

XXV

OBJECTIVE 1

PART I

1. c
2. e
3. f
4. a
5. g
6. b
7. k
8. i
9. m
10. d
11. o

PART II

1. j
2. c
3. f
4. i
5. d
6. b
7. g
8. a
9. h
10. k
11. m

PART III

1. e
2. n
3. j
4. g
5. o
6. l
7. h
8. m
9. i
10. a
11. f
12. p

OBJECTIVE 2

1. aniline derivatives
2. negative
3. healthy
4. client record card
5. treatments
6. sanitized implements
7. read and follow manufacturer's directions
8. safeguard jewelry
9. protective gloves
10. sanitize hands

OBJECTIVE 3

Answers should include the following:

Frosting — Very small strands of hair from all sections of the head are lightened and sometimes toned. Cap method is used. Strands mix and blend with natural hair when combed out.

Streaking — 1" to 3" strands of hair, usually from the top front of the head, are sectioned out and lightened using the foil method.

Weaving — Small strands are pulled out of a subsection with the tail of the tint brush and lightened using foil method.

Painting — The top is sectioned off, plastic wrap is placed around the head just below the part and secured with tape at the temples. Top section is combed into style and lightener is applied freehand using a cotton-tipped stick.

Minking — Hair is pre-lightened and two shades of blonde toner are layered onto each section using a weaving technique and foil method of application.

Blonde-on-blonde — All hair is pre-lightened. Alternate 1" sections are then toned, one with a light toner, and one with a slightly darker toner, in a checkerboard pattern using the foil method.

Tipping — 1" strands of hair are clipped into dry curls. The ends of every other curl are lightened using the foil method.

Tri-level coloring — All hair is pre-lightened. Two shades of toner and one shade of tint are used in various sections. The darker shade at the nape is applied first, the lightest shade at the top is applied last. Double-process application methods are used in all three sections.

Striper comb — Lightener is mixed in a bowl, and a wide-toothed comb is dipped in the solution. Strands are lifted away from the head and the solution is combed through the strand with a freehand motion.

Vent brush — Bleach in mixed in a bowl and the brush tips are dipped in the solution then brushed through styled hair with a freehand motion.

Backcombing — All hair is pre-lightened and select strands are heavily backcombed. A small sponge or cotton wedget, dipped in toner, is used to scrunch color onto the extended hair ends.

OBJECTIVE 4

Answers should include the following:

Cap method — Small strands of clean hair are pulled through the holes of a perforated cap with a crochet needle. Extended strands are then lightened or frosted. Powder or quick bleach is usually used. After rinsing, a toner may be applied.

Foil method — Small strands of hair are selected from a subsection placed over foil, and selected bleach or high lift tint is applied. Foil is folded over treated hair during processing to avoid touching the rest of the subsection hair.

Freehand method - Involves the application of a bleaching solution directly onto clean hair. Hair is styled first, then lightener is applied with a tint brush, cotton swab stick, applicator bottle, cotton or sponge wedget, comb, vent brush, or gloved fingers. Accents vary, but are effective in highlighting wave lines, upsweeps, and "C" shapings.

OBJECTIVE 5

Answers should include the following:

Powder bleach application — Powder or quick bleach is mixed and a heat lamp or dryer is pre-heated. Bleach is generously applied slightly off scalp with a tint brush. A thin, plastic cap is used to prevent lightener from drying out too quickly during processing.

Cream bleach application — Accelerator is mixed with cream bleach for immediate use. Bleach is applied slightly off scalp with an applicator bottle or gloved fingers. Application is processed according to manufacturer's directions.

Highlighting application — After strands have been pre-lightened, if a color effect is desired, toner can be applied while the frosting cap is still in place. A patch test must have been given 24 hours before application. Strand test during processing until desired shade is reached.

OBJECTIVE SHEET

RESTORING COLOR

XXVI

INTRODUCTION

You will encounter times when you must correct the color of a client's hair. This service may include the removal of tints, corrective lightening procedures, and restoring color, both natural and artificial. These applications require advanced knowledge and skill and will test your ability to correctly analyze hair problems. In addition to the basic preliminary safety precautions you have learned, there are specific precautions that deal with corrective services. The information and skills mastered in this unit, plus the expertise of your instructor will combine to prepare you for this necessary but challenging service.

UNIT OBJECTIVE

After completing this unit, the student will be able to discuss reasons for applying color fillers and tint backs; list precautions for fillers and tint backs; understand properties, selection, mixing, and application of fillers; complete statements about corrective hair services; and perform selected applications. The student will show these competencies by completing a job sheet, practical test, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with restoring color to their correct definitions.
2. State reasons for applying color fillers and tint backs.
3. List preliminary precautions for applying color fillers and tint backs.
4. Select from a list true statements about properties, selection, mixing, and application of color fillers.
5. Choose the word or phrase that completes statements about corrective hair services.
6. Perform a color filler/tint back application. (Job Sheet 1)

SUGGESTED ACTIVITIES

RESTORING COLOR

XXVI

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a local cosmetologist with expertise in corrective services to speak to the class about relevant topics.
  - Invite a manufacturer's representative to speak to the class about products available for corrective services.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with restoring color to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: State reasons for applying color fillers and tint backs.

- Discuss in detail the kinds of problems that require fillers and tint backs.
- Use over-processed manikin hair to illustrate damaged and over-porous hair ends.
- Relate your own experience and knowledge to this subject matter.

Objective 3: List preliminary precautions for applying color fillers and tint backs.

- Emphasize the importance of this objective in the application of skills required to complete job sheets and practical tests.
- Modify or add precautions learned from your own experience.

Objective 4: Select from a list true statements about properties, selection, mixing, and application of color fillers.

- Stress the importance of this objective to the overall understanding of this unit and the application of skills required to complete the job sheet and practical test.
- Let students discuss these topics based on their own previous knowledge.

Objective 5: Choose the word or phrase that completes statements about corrective hair services.

- Emphasize that this objective contains primary information necessary to achieve the advanced skills and knowledge required to perform corrective coloring services.
- Have guest speaker address Objectives 1-4 both as a summary of the unit and as a prelude to Objective 5.

APPLICATION

Objective 6: Perform a color filler/tint back application.

- Demonstrate this application to the class.
- Have students complete Job Sheet 1.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Hair Coloring and Lightening.* Available from Vocational Media Associates, Box 1050, Mt. Kisco, NY 10549, or call 1-800-431-1242. (Color, filmstrip, four parts, teacher's guide included, No. 30785-127)
- *Colorpath*, by Clairol. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, interactive video, VHS)
- *Hair Coloring*, by Milady. Units titled: *Color Theory* #1, *Single Process Tint Application* #2, *Tint Retouch* #3, *Hair Lightening* #4, ISBN 0-87350-660-X VHS, ISBN 0-87350-665-0 Beta. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS or Beta, four parts)

UNIT REFERENCES

Print Media

- *Miss Clairol Professional.* Pamphlet # SBS/MT/2-92. 1992 CLAIROL INC. Available from beauty supply distributors.
- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.
- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Bronx, NY, 1990.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Co.: Bronx, NY, 1981.
- Scott, Olive P., et al. *The Prentice-Hall Textbook about Cosmetology*, 2nd ed. Prentice-Hall: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET	RESTORING COLOR	XXVI

OBJECTIVE 1

Match terms associated with restoring color to their correct definitions.

- **aniline derivative** — by-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed
- **artificial color remover** — product used to remove natural and artificial color from the hair; also known as dye solvent

  NOTE: Color strippers and lifting agents may be found in color remover.
- **color filler** — preparations used to fill over-porous hair so it will hold color evenly; usually contains proteins, keratin and a base color such as brown, red, or gold; used during lightening and corrective coloring procedures
- **color restorers** — early hair dyes made from combinations of silver, copper, lead, and the mild acid pyrogallol; not used in professional salons; also called metallic salt dyes and coating dyes
- **conditioner** — preparation used to restore elasticity, strength, manageability, and sheen to damaged hair
- **decolorization** — process of lightening or removing natural color from the hair; measured in degree of color change
- **demarcation line** — a visible streak between previously tinted hair and regrowth of the natural haircolor
- **developer** — chemical such as hydrogen peroxide which acts as an oxidizing agent; activates color molecules and fixes the pigment during the coloring process
- **drabber** — color with a concentrated blue or violet base; used to neutralize and adjust the red and gold tones in the hair
- **gold band** — gold or brassy areas caused by improper line of discolorization
- **lift** — the potential, low to high, of a tint or bleach to lighten the natural hair color

- **line of discoloration** — a streak or band created by overlapping tint onto previously tinted hair
- **oil lightener** — mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide available in neutral, silver, gold and red shades
- **overlapping** — condition caused during a retouch, by tint or lightener lapping earlier treated hair; may create a line of discoloration and may cause the hair to weaken and break
- **penetrating tint** — penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation and permanent tint
- **pigment** — substance which gives color to hair, skin, dyes, inks, toners, and tints
- **porosity** — the hair's ability to hold moisture and accept color deposits
- **predisposition test** — commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative tint; given at least 24 hours prior to application of coloring solution
- **resistant hair** — hair with tight imbrications; commonly found in grey and ethnic hair; usually pre-softened before hair coloring is applied
- **spot bleaching** — application of an artificial color remover or bleach to dark spots or streaks to even out color
- **spot tinting** — careful application of a tint to uneven previously tinted areas
- **stripping** — removal of penetrating tints, metallic dyes, or natural pigments from the hair shaft
- **toner** — a light color applied to prelightened hair, thereby requiring a double-process application; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades
- **tint back** — procedure used to lighten or darken hair back to its natural color

- **tint removal** — procedure used with dye solvent or bleach to remove an unsatisfactory shade of color from the hair

OBJECTIVE 2 **State reasons for applying color fillers and tint backs.**

Color fillers

- Help blend porous hair ends that grab a dark tint and become too dark
- Help hold color of porous hair ends that lose their hold on light tints or toners and become too light
- Aid uniform color development from scalp to hair ends
- Correct primary color deficiencies, preventing off-color results
- Correct dullness problems
- Aids a tint back to be more natural looking

Tint backs

- Correct an off-color problem
- Correct a coloring problem from a home coloring application
- Change a color when a client becomes dissatisfied with previously chosen tint shade

OBJECTIVE 3 **List preliminary precautions for applying color fillers and tint backs.**

Color fillers

- Make careful analysis of hair texture and porosity.
- Give strand test to insure good results.
- Choose correct filler to replace missing primary color.
- Use a penetrating "leave on" conditioner with protein, oils, and moisturizers when hair condition requires it.
- Postpone further coloring services until hair is reconditioned.

Tint backs

- Give patch test 24 hours prior to applying aniline derivative tints.
- Wait at least 24 hours after using a dye solvent to begin application of a tint back.
- Be aware that dark tints alter the appearance of lighter colored new hair growth.
- Choose a tint shade several shades lighter than the natural color to allow for over-porous hair condition.
- Be very detailed in recording observations and treatments on client record card.

OBJECTIVE 4 **Select from a list true statements about properties, selection, mixing, and application of color fillers.**

- Fillers are chemical preparations formulated to deposit a base color and equalize porosity in a single application.
- A conditioner filler can be applied as a pre-conditioning treatment in itself, or as a step during tint back application.
- Color fillers can be applied directly to damaged hair.
- Color fillers can be mixed with tints and toners to correct mild degrees of over-porous hair ends.
- Tints and toners can be used as fillers by mixing 1:1 with water instead of developer.
- When used during a tint back, the filler is left in and the tint is applied over it.
- Fillers are available in ready-to-use applicator bottles in neutral, gold, red and blue.
- Fillers can be mixed by the cosmetologist with a tint or toner shade appropriate for use as either a corrective service or as a tint back pre-conditioner.

OBJECTIVE 5

Choose the word or phrase that completes statements about corrective hair services.

- Dark streaks or color bands can be removed by spot bleaching/lightening.
- Spot bleaching/lightening is achieved by applying artificial color remover or oil bleach to spots or streaks and leaving on until corrective lightening is reached.
- Coating dyes must be removed before giving regular color services.
- More than one application of artificial color remover may be required to remove coating dyes.
- To remove coating dyes, it may finally be necessary to cut the hair.
- Fillers are commonly used to remedy over-porous hair.
- After tint removal, it is usually necessary to re-condition the hair.
- Tint remover not rinsed from the hair will continue to process.
- Lighteners can be used to pre-soften resistant hair.
- A red filler can be used to remedy chlorinated or "green cast" hair.
- Aniline derivative tints can be removed by using artificial color removers or neutral oil bleaches.

RESTORING COLOR

JOB SHEET 1

Development of:
READING SKILLS
WRITING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, oral communication, interpersonal or relating, creative thinking/problem solving, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Use content area vocabulary

  WRITING SKILLS

  - Completing forms and records

  ORAL COMMUNICATION SKILLS

  - Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  - Interacting with clients/customers

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  - Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure

- Practicing good work habits/attitudes
- Dealing effectively with customers/clients

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.
- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 1

RESTORING COLOR

XXVI

OBJECTIVE 5

Perform a color filler/tint back application.

INTRODUCTION

Tint back to the hair's natural color may be from a darker to a lighter color or from a lighter to a darker color. If tinting back to a lighter shade, the hair will need to be pre-lightened using an off-scalp bleach application from the new growth line out through the ends of the hair. A filler is usually necessary to equalize porosity and even out the color. If dye solvent is used, a 24 hour waiting period is necessary before new tint is applied.

When the hair is being tinted back to a darker shade the hair doesn't require pre-lightening. However, a filler should be used to equalize porosity and intensify the tint to be applied. A patch test is required 24 hours prior to tint application and a preliminary strand test is recommended at the same time to save time later during the coloring service. The service you will perform is a tint back with color filler, from a lighter to a darker natural color.

IMPLEMENTS AND EQUIPMENT

- Towels
- Tint cape
- Combs
- Clips
- Protective gloves
- Timer
- Small glass or plastic bowl
- Color chart
- Applicator bottle or tint brush

SUPPLIES

- Client record card
- Neck strips
- Cotton
- Protective cream
- Color filler
- Selected tint
- Hydrogen peroxide developer
- Nonstripping tint shampoo

PROCEDURE

1. Sanitize hands.
2. Check results of patch test. Proceed only if negative.
3. Drape client for wet services. Have client remove and safeguard jewelry.
4. Examine and analyze scalp and hair. Proceed only if healthy.
5. Shampoo the hair if necessary and dry under cool temperature.
6. Use examination and preliminary strand test results to determine porosity. Note patch test, strand test, and examination results on client record card.
7. Section the hair in the basic four quarter pattern. Apply protective cream.
8. Put on protective gloves.
9. Apply ready-to-use or mixed filler as directed by instructor. Work through the hair with gloved fingers.
10. Towel blot and dry excess filler from the hair.

    NOTE: Methods vary, so follow manufacturer's directions or instructor's direction as applicable.

11. Follow manufacturer's directions to mix tint and developer for immediate use.
12. Begin application at the back crown area. Make ¼" partings and use on-scalp application method. Brush tint from scalp out through hair ends. Cover entire head quickly and evenly.

    NOTE: On-scalp tint application is applicable because you are tinting to a darker shade and body heat doesn't have the same effect as with tinting to a lighter shade.

13. Set timer and check to make sure no spots were missed.
14. Allow to process according to preliminary strand test results, making frequent checks on processing.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

15. When color reaches the natural shade shown on the color chart, rinse thoroughly with lukewarm water until clear.

16. Shampoo twice with a tint shampoo, removing the protective cream as you shampoo.

17. Use shampoo on a piece of cotton to remove any tint stains.

18. Towel dry and style as desired.

19. Complete client record card and file.

20. Sanitize work area, implements, equipment, and hands.

21. Have instructor evaluate your work.

PRACTICAL TEST 1

RESTORING COLOR

XXVI

JOB SHEET 1

Perform a color filler/tint back application.

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Checked results of patch test; proceeded only if negative	___	___
3. Draped client for wet services; had client remove and safeguard jewelry	___	___
4. Examined and analyzed scalp and hair; proceeded only if healthy	___	___
5. If necessary, shampooed hair, and dried under cool temperature	___	___
6. Determined porosity of hair; recorded all test and examination results on record card	___	___
7. Sectioned hair in four quarters; applied protective cream	___	___
8. Put on protective gloves	___	___
9. Applied filler as directed	___	___

	Yes	No
10. Blotted excess filler from the hair	___	___
11. Followed directions to mix tint and developer	___	___
12. Started at back crown, brushed tint in on-scalp method over entire head; applied quickly and evenly	___	___
13. Set timer and checked coverage	___	___
14. Made frequent strand tests	___	___
15. Allowed tint to process until desired shade was reached; rinsed with lukewarm water until clear	___	___
16. Shampooed twice with tint shampoo, removing protective cream also	___	___
17. Removed tint stains	___	___
18. Towel dried and styled as desired	___	___
19. Completed client record card and filed	___	___
20. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Followed all preliminary safety precautions	4	3	2	1
Followed directions for mixing chemical solutions	4	3	2	1
Correctly applied solutions to the hair	4	3	2	1
Followed timing requirement for correct processing, made strand tests	4	3	2	1
Shampooed, rinsed, dried, and set correctly	4	3	2	1
Completed records and after-client sanitizing	4	3	2	1

EVLAUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

RESTORING COLOR

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Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with restoring color to their correct definitions. Write the correct letter in the blanks.

Part I

___ 1. Color with a concentrated blue or violet base; used to neutralize and adjust the red and gold tones in hair

___ 2. Penetrating hair coloring that deposits permanent color into the cortex of the hair shaft; also known as oxidation and permanent tints

___ 3. A light color applied to prelightened hair; an aniline derivative which cannot lift but only deposit color; usually produces blond, silver, and pastel shades

___ 4. Preparations used to fill over porous hair so it will hold color evenly; used during lightening and corrective coloring procedures

___ 5. Mildest and slowest acting bleach; mixture of sulfonated oil and hydrogen peroxide

___ 6. Chemical such as hydrogen peroxide which acts as an oxidizing agent

a. decolorization

b. drabber

c. spot tinting

d. toner

e. aniline derivative

f. overlapping

g. tint removal

h. penetrating tint

i. developer

j. color filler

k. demarcation line

l. oil lightener

May be photocopied for student use.

___ 7. By-product of coal tar, not a dye itself; produced when an amino acid and a developer are mixed

___ 8. Procedure used with dye solvent or bleach to remove an unsatisfactory shade of color from the hair

Part II

___ 1. Hair with tight imbrications; commonly found in grey and ethnic hair

___ 2. Careful application of a tint to uneven previously tinted areas

___ 3. Preparation used to restore elasticity, strength, manageability, and sheen to damaged hair

___ 4. Procedure used to lighten or darken hair back to its natural color

___ 5. The hair's ability to hold moisture and accept color deposits

___ 6. Product used to remove natural and artificial color from the hair; also known as dye solvent

___ 7. Commonly called a patch test; used to determine allergic reaction of the skin to an aniline derivative tint; given at least 24 hours prior to application of coloring solution

a. predisposition test

b. porosity

c. spot tinting

d. drabber

e. resistant hair

f. artificial color remover

g. color filler

h. demarcation line

i. gold band

j. conditioner

k. preliminary strand test

l. tint back

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___ 8. Gold or brassy areas caused by improper line of discolorization

Part III

___ 1. Condition caused during a retouch, by tint or lightener lapping earlier treated hair; may create a line of discoloration and may cause the hair to weaken and break

___ 2. Removal of penetrating tints, metallic dyes, or natural pigments from the hair shaft

___ 3. Early hair dyes made from combinations of silver, copper, lead, and the mild acid pyrogallol; not used in professional salons; also called metallic salt dyes and coating dyes

___ 4. Process of lightening or removing natural color from the hair; measured in degree of color change

___ 5. Application of an artificial color remover or bleach to dark spots or streaks to even out color

___ 6. The potential, low to high, of a tint or bleach to lighten the natural hair color

___ 7. Substance which gives color to hair, skin, dyes, inks, tints, and toners

a. color restorers

b. gold band

c. demarcation line

d. stripping

e. spot tinting

f. overlapping

g. spot bleaching

h. pigment

i. toner

j. tint removal

k. lift

l. decolorization

m. line of discoloration

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___ 8. A visible streak between previously tinted hair and regrowth of the natural haircolor

___ 9. A streak or band created by overlapping tint onto previously tinted hair

OBJECTIVE 2 **State reasons for applying color fillers and tint backs.** Write brief answers in the space provided.

Color fillers

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Tint backs

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 3 **List preliminary precautions for applying color fillers and tint backs.** Write brief answers in the space provided.

Color fillers

1. ______________________________
2. ______________________________

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3. ____________________

4. ____________________

5. ____________________

Tint backs

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

OBJECTIVE 4

Select from a list true statements about properties, selection, mixing, and application of color fillers. Write an "X" in the blank before each correct answer.

___ 1. Fillers are chemical preparations formulated to deposit a base color and equalize porosity using a double application.

___ 2. A conditioner filler can be applied as a pre-conditioning treatment in itself, or as a step during tint back application.

___ 3. Color fillers can be applied directly to damaged hair.

___ 4. Color fillers can be mixed with tints and toners to correct mild degrees of over-porous hair ends.

___ 5. Color fillers must be applied full strength.

___ 6. Tints and toners can be used as fillers by mixing 1:1 with water instead of developer.

___ 7. When used during a tint back, the filler is rinsed out before the tint is applied.

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___ 8. Fillers can be mixed by the cosmetologist with a tint or toner shade appropriate for use as either a corrective service or as a tint back pre-conditioner.

___ 9. Fillers are available in ready-to-use applicator bottles in white, violet, green, and orange.

OBJECTIVE 5

Choose the word or phrase that completes statements about corrective hair services. Write the correct letter in the blank.

___ 1. Fillers are commonly used to remedy

a. under-porous hair
b. poor hair cutting
c. tint shampoos
d. over-porous hair

___ 2. Dark streaks or color bands can be removed by

a. spot bleaching/lightening
b. tint shampoos
c. over-processing
d. conditioners

___ 3. To remove coating dyes, it may finally be necessary to

a. over-process
b. use aniline derivative
c. use a red filler
d. cut the hair

___ 4. Coating dyes must be removed before giving regular

a. dye solvents
b. tint removers
c. color services
d. hair cuts

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___ 5. More than one application of artificial color remover may be required to remove

a. coating dyes
b. spot tinting
c. over-porous hair
d. natural oil bleaches

___ 6. Lighteners can be used to pre-soften

a. purple cast hair
b. resistant hair
c. dye solvents
d. green cast hair

___ 7. After tint removal, it is usually necessary to

a. frost the hair
b. bleach the hair
c. re-condition the hair
d. cut the hair

___ 8. Tint remover not rinsed from the hair will

a. continue to process
b. recondition the hair
c. make hair resistant
d. correct over-porous hair

___ 9. Aniline derivative tints can be removed by using artificial color removers or

a. tint shampoos
b. chlorine
c. neutral oil bleaches
d. coating dyes

___10. A red filler can be used to remedy chlorinated or

a. "green cast" hair
b. "purple cast" hair
c. "blue cast" hair
d. "orange cast" hair

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___11. Spot bleaching/lightening is achieved by applying artificial color remover or oil bleach and leaving on until the

a. corrective lightening is reached
b. dye solvent level is reached
c. neutral lightening is reached
d. reconditioning is complete

NOTE: Objective 6 is evaluated on the job sheet in this unit. If you have not completed this component, see your instructor.

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OBJECTIVE 1

Part I	Part II	Part III
1. b	1. e	1. f
2. h	2. c	2. d
3. d	3. j	3. a
4. j	4. l	4. l
5. l	5. b	5. g
6. i	6. f	6. k
7. e	7. a	7. h
8. g	8. i	8. c
		9. m

OBJECTIVE 2

Answer should include the following:

Color fillers

Help blend porous hair ends that grab a dark tint and become too dark

Help hold color of porous hair ends that lose their hold on light tints or toners and become too light

Aid uniform color development from scalp to hair ends

Correct primary color deficiencies, preventing off-color results

Correct dullness problems

Aids a tint back to be more natural looking

Tint backs

Correct an off-color problem

Correct a coloring problem from a home coloring application

Change a color when a client becomes dissatisfied with previously chosen tint shade

OBJECTIVE 3

Answer should include the following:

Color fillers

Make careful analysis of hair texture and porosity.

Give strand test to insure good results.

Choose correct filler to replace missing primary color.

Use a penetrating "leave on" conditioner with protein, oils, and moisturizers when hair condition requires it.

Postpone further coloring services until hair is reconditioned.

Tint backs

Give patch test 24 hours prior to applying aniline derivative tints.

Wait at least 24 hours after using a dye solvent to begin application of a tint back.

Be aware that dark tints alter the appearance of lighter colored new hair growth.

Choose a tint shade several shades lighter than the natural color to allow for over-porous hair condition.

Be very detailed in recording observations and treatments on client record card.

OBJECTIVE 4

2, 3, 4, 6, 8

OBJECTIVE 5

1. d
2. a
3. d
4. c
5. a
6. b
7. c
8. a
9. c
10. a
11. a

OBJECTIVE SHEET

BRAIDING

XXVII

INTRODUCTION

Since ancient times, hair braiding has been a popular grooming technique. Although the finished results often seem intricate, the techniques are simple, essentially just the repetition of basic weaving patterns. Once mastered, the cosmetologist will have added a versatile styling skill to his/her professional experience. Using imagination and visualization, the stylist can create both simple and elaborate braids.

UNIT OBJECTIVE

After completing this unit, the student will be able to describe and demonstrate basic braiding techniques. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with braiding to their correct definitions.
2. State tips for successful braiding.
3. Complete an invisible French braid. (Job Sheet 1)
4. Complete a visible French braid. (Job Sheet 2)
5. Complete a fishbone braid. (Job Sheet 3)
6. Complete corn rowing. (Job Sheet 4)

BRAIDING

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.
  - Invite a professional stylist from a local salon to the class to demonstrate braiding techniques.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all supplies necessary to complete assignment sheets.
- Let students practice braiding techniques on each other.
- Let students put on a hair show displaying several styles and braiding techniques.

DELIVERY

Objective 1: Match terms associated with braiding to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: State tips for successful braiding.

- Discuss braiding tips with students.
- Ask the stylist to speak to the class and demonstrate braiding techniques.

- Have students gather and arrange the hairpieces, equipment, and supplies for the instructor's demonstration.

APPLICATION

Objective 3: Complete an invisible French braid.
Objective 4: Complete a visible French braid.
Objective 5: Complete a fishbone braid.
Objective 6: Complete corn rowing.

- Have the students complete Job Sheets 1 - 4.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Braiding Beautiful: Basic and Advanced Techniques.* Ines Yimoc. ISBN 0-944460-17-8. Available from Good Life Products, Inc., Hialeah, FL. (Color, VHS, 30 minutes)
- *Braiding Made Easy.* ISBN 0-87350-650-2. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (Color, VHS)

UNIT REFERENCES

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1990.
- Sims, Naomi. *All About Hair Care for the Black Woman.* Doubleday & Company, Inc.: Garden City, CA, 1982.
- *The Standard Supplement.* Milady Publishing Co.: Albany, NY, 1976.

INFORMATION SHEET — BRAIDING XXVII

OBJECTIVE 1 **Match terms associated with braiding to their correct definitions.**

- **braid** — strands of hair that have been laced or woven to form a pattern
- **crown** — topmost part of the head on a line between the ears
- **front hairline** — the line around the face where the hair begins to grow
- **hairpins and bobby pins** — wire pins with double prongs used for control of hair during braiding and for tacking hair in place
- **nape** — hairline at the back of the neck
- **plait** — a complete step in the braiding sequence
- **sectioning** — separating from the rest of the hair panels of hair to work with
- **setting spray** — used to hold completed braid in place
- **strand** — an individual section of hair within a braid
- **styling lotion** — used to condition the hair for easy response to braiding techniques; gives greater styling control
- **texture** — the degree of fineness or coarseness based on the diameter of the hair

OBJECTIVE 2 **State tips for successful braiding.**

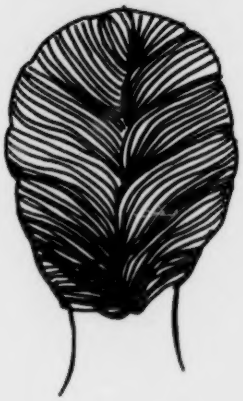
- Visualize the step-by-step procedures before beginning the braid.
- Damp hair is easier to braid.
- Always work with wet or damp hair.

- Use a covered rubber band to temporarily secure the plaits during braiding.
- Relax occasionally to relieve the tension in your shoulder muscles.
- Maintain steady tension on all hair strands as you work.
- Don't worry that strands be "exactly" equal.
- If you make a mistake, unbraid a few strands and continue braiding.

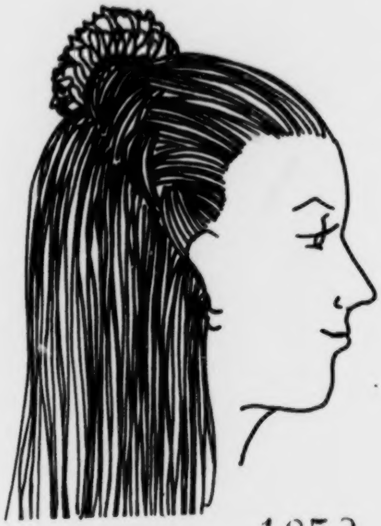
BRAIDING FOR FORMAL LOOKS

Braiding, from simple to elaborate, causal to formal, is often only a matter of slight variations on basic braiding techniques. With visualization, imagination, practice, and patience, the stylist can create a myriad of design possibilities. The designs shown here represent only a few of those possibilities.

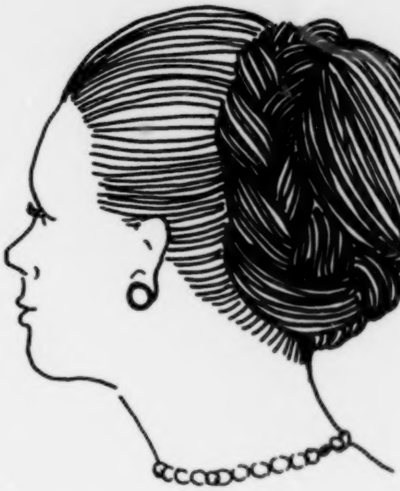
- **Tucked under braid**



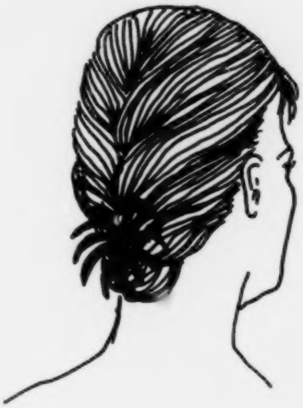
- **Crown braid**



- **Crown knot with bun**



- **Tucked under braid with star splash**



JOB SHEETS 1 - 4

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

CREATIVE THINKING/PROBLEM SOLVING SKILLS

— Transferring knowledge/training to new situations

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

— Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.
  - Discuss choices that can be made within the limits of the instructions.
- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.
- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.

- Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.

- If students have difficulty transferring knowledge/training to new situations:
  - Review the pertinent training. Compare the new situation to the training situation.
  - Examine ways in which training can be used in the new situation.
  - Have them observe or work with more proficient students performing the task.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
- If students have difficulty dealing effectively with clients/customers:

- Discuss the importance of effective communication skills.
- Review active listening skills and other communication techniques.
- Discuss customer relations policies.
- Have students discuss what the client might be feeling before and during procedures that include chemical applications.

JOB SHEET 1 BRAIDING XXVII

OBJECTIVE 3

Complete an invisible French braid.

INTRODUCTION

Most braids are formed from three strands of hair plaited together. The invisible French braid can begin with a ponytail separated from the top layer of hair at the crown or by parting the back hair from the center of the crown to the nape and plaiting two braids, one on the left and one on the right side of the head. The second option would then involve six strands of hair, three on each side of center. Invisible French braiding is accomplished by overlapping the strands. The braid can be plaited to the finish length of the hair, stopped at the nape leaving a loose cluster hanging below, or braided part way down the ponytail leaving a small amount of loose curls at the very end. Either of the latter two options can be decorated with covered rubber bands, barrettes, or accessory ribbons and bows. The braid described here will be for a center part with braids ending at the nape.

IMPLEMENTS AND EQUIPMENT

- Detangling combs
- Rattail comb
- Clips

SUPPLIES

- Covered rubber band or decorative ribbon
- Styling lotion
- Setting spray

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Moisten hair with styling lotion, comb out tangles.
4. Section and part hair from ear to ear, comb front hair forward, and clip out of the way.

Interactive Communication Skills
- Communicate with clients/customers

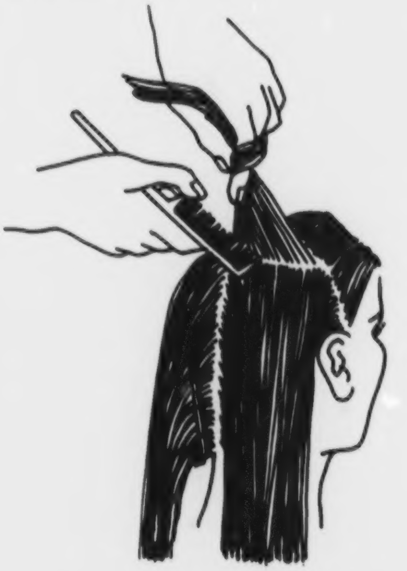
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Part the back hair from the crown to the nape, comb the left side out of the way and clip. (Figure 1)

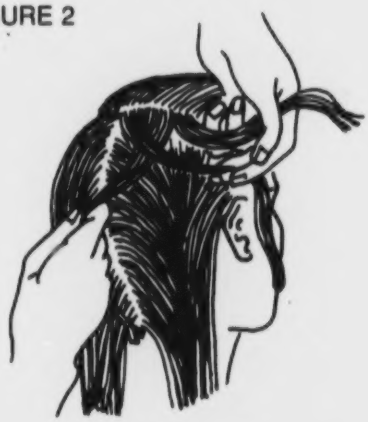
FIGURE 1



6. Divide the section into three approximately equal strands. Lay the comb within easy reach.

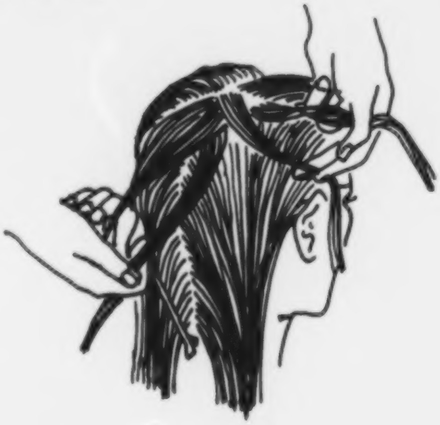
7. Start the braid by crossing the left strand over the center. Take the center strand to the left so that they switch places. Tighten the strands. (Figure 2)

FIGURE 2



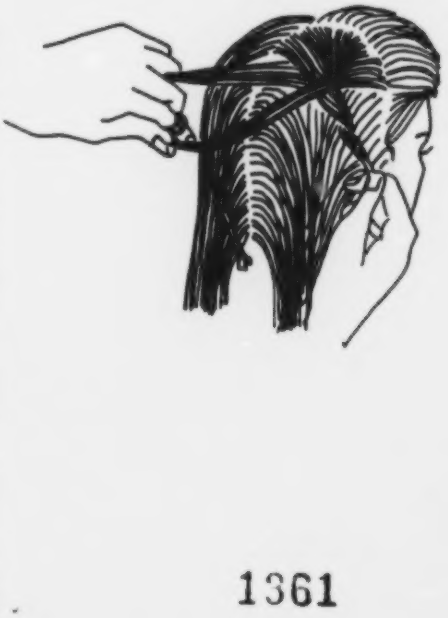
8. Draw up a strand from the left, about half the size of the original and add it to the newly created left strand. Pull gently and tighten. (Figure 3)

FIGURE 3



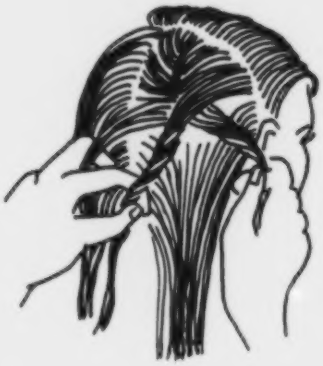
9. Bring the right strand over the new center strand and gently tighten. Gather another strand from the right about half the size of the original and add it to the new right strand. Tighten the braid. (Figure 4)

FIGURE 4



10. Continue to gather hair from the left and right sides and add them to the original strands as you cross them over the center strand. (Figure 5)

FIGURE 5



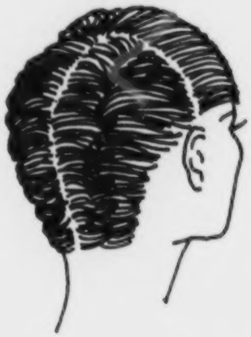
11. Finish the braid at the nape by fastening with a rubber band or ribbon and tuck under and into the hollow space inside the braid.

12. Move to the left side, unclip, and remoisten the hair.

13. Braid the left side, repeating steps 4 through 10 above.

14. Use rattail comb to tuck any loose hair into place. Spray with setting spray. Examine completed braid. (Figure 6)

FIGURE 6



15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 2

BRAIDING

XXVII

OBJECTIVE 4

Complete a visible French braid.

INTRODUCTION

Like the invisible French braid, the visible French braid can either be brought straight down the center back in three strands or the hair parted at the center and each side plaited as separated braids, one on the right side and one on the left side. The difference in look results from the visible French braid strands being plaited under instead of overlapping. This results in an inverted or visible braid. The braid described here will be from a center part with braids ending at the nape.

IMPLEMENTS AND EQUIPMENT

- Detangling comb
- Rattail comb
- Clips
- Hairpins or bobby pins

SUPPLIES

- Covered rubber bands or decorative ribbon
- Styling lotion
- Setting spray

PROCEDURE

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Moisten hair with styling lotion, comb out tangles.
4. Section and part hair from ear to ear, comb front hair forward and clip out of the way.

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

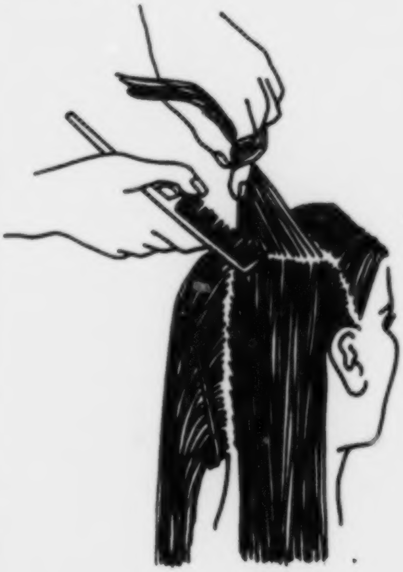
General Relating Skills
- Interact with clients/ customers

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Part the back hair from the crown to the nape, comb the left side over and clip out of the way. (Figure 1)

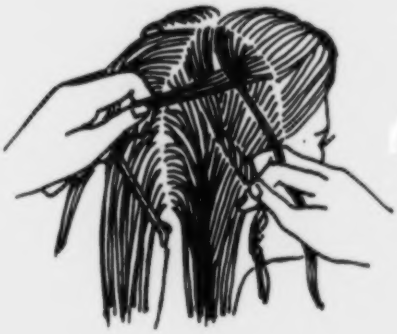
FIGURE 1



6. Divide the section into three approximately equal strands. Lay the comb within easy reach.

7. Start the braiding by crossing the right strand under the center strand and the left strand under the right one. Gently draw strands tight. (Figure 2)

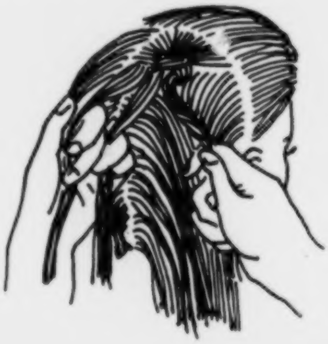
FIGURE 2



8. Draw up a strand from the right side, about half the size of the original and add it to the newly created right strand. Cross this strand under the new center strand.

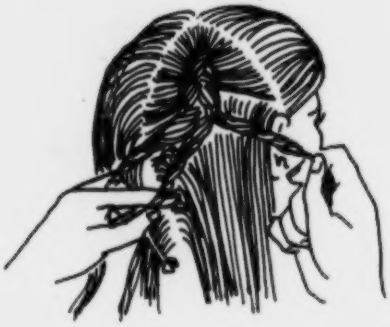
9. Pick up a strand from the left side, about half the size of the original and add it to the new left strand. Cross this strand under the new center strand. Tighten the last two strands. (Figure 3)

FIGURE 3



10. Continue to gather hair from the right and left sides and add them to the original strands as you cross them under the center strand. (Figure 4)

FIGURE 4

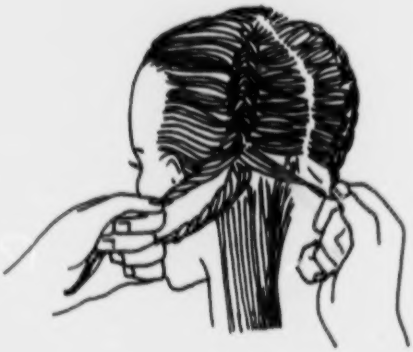


11. Finish the braid at the nape by fastening with a rubber band or ribbon and tuck under and into the hollow space inside the braid. Tighten each plait as you work towards the nape.

12. Move to the left side, unclip and remoisten the hair.

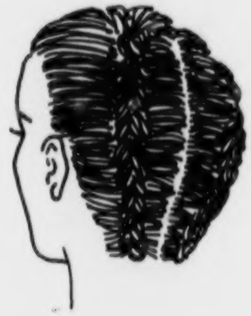
13. Braid the left side, repeating steps 4 through 10 above. (Figure 5)

FIGURE 5



14. Examine finished braids. Use rat tail comb to tuck any loose hair into place. Spray with setting spray. (Figure 6)

FIGURE 6



15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 3 — BRAIDING — XXVII

OBJECTIVE 5

Complete a fishbone braid.

INTRODUCTION

The fishbone braid is the only braid that is plaited with two strands instead of the usual three. It can be brought straight back down the center or two braids can be plaited left and right of center. The fishbone can be started at the front hairline or from a pony tail at the crown. It will loosen and slide more than a three strand braid, so even tension must be maintained throughout the plaiting, and the finished braid should be sprayed with a setting spray. The fishbone gets its distinctive pattern and look from the fact that it is plaited from only two strands, a new strand is gathered and crossed each time and a strand is never twisted and crossed back over until well into the pony tail. The braid described here will start at the front hairline and will be plaited as one braid down the center of the back and all the way through the pony tail.

IMPLEMENTS AND EQUIPMENT

- Detangling combs
- Rattail comb
- Clips
- Hairpins or bobby pins

SUPPLIES

- Covered rubber bands or decorative ribbon
- Styling lotion
- Setting spray

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Listening Skills
- Apply active listening skills

1. Sanitize hands.
2. Drape client. Have client remove and safeguard jewelry.
3. Moisten hair with styling lotion, comb out tangles, and comb hair straight back and down.

Interactive Communication Skills
- Communicate with clients/customers

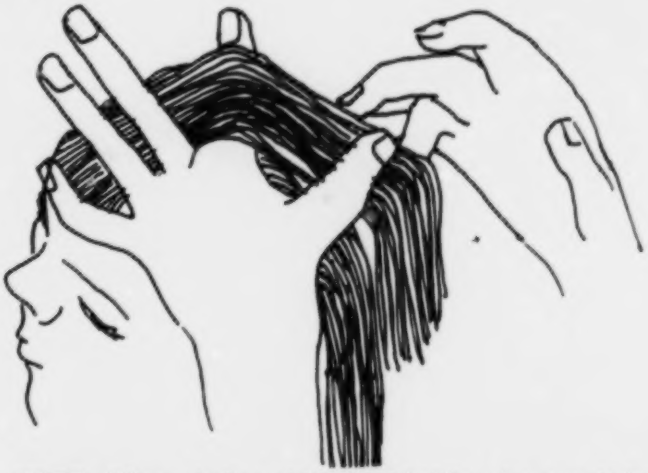
General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Starting about 2" back from the front center of the hair line, use index finger of the left hand to lift the first section of hair and divide into two equal strands. (Figure 1)

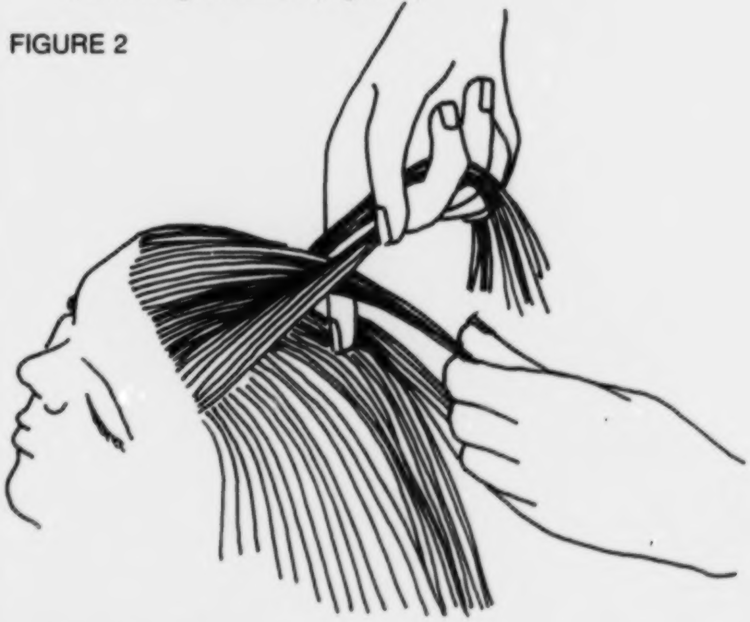
FIGURE 1



NOTE: When starting at the front hairline, be sure to keep the head tilted slightly back at first and gradually tilt forward as you work towards the back to insure you have clear view of your work and to help keep proper tension on the braid.

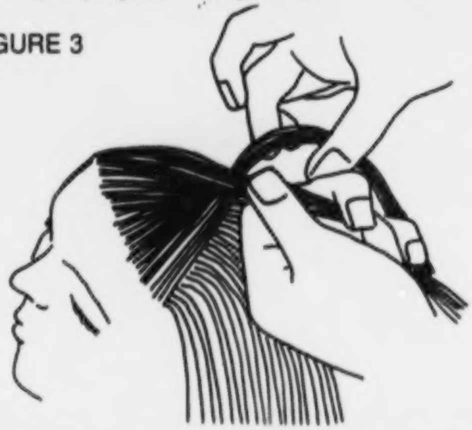
5. Start the braiding by crossing the right strand over the left and gently drawing tight. Keep even tension by inserting right index finger under the center of the plait and holding in place with the right thumb. (Figure 2)

FIGURE 2



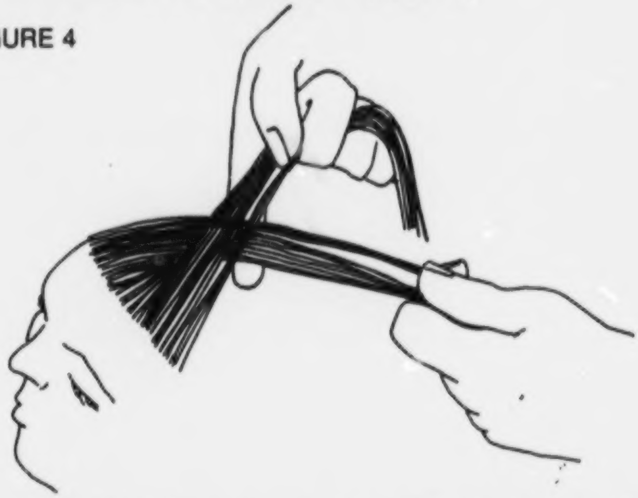
6. With the middle or ring finger of the left hand, gather a 1" strand from the hairline to the immediate left of the first left strand. Cross this strand over the original right strand and scissor between the thumb and index fingers of the right hand. *Gently tighten. (Figure 3)*

FIGURE 3



7. Gather another strand from the right of the first right strand and cross this over the new plait and add it to the strand in the left hand. Gently tighten and scissor between the thumb and index fingers of the left hand. (Figure 4)

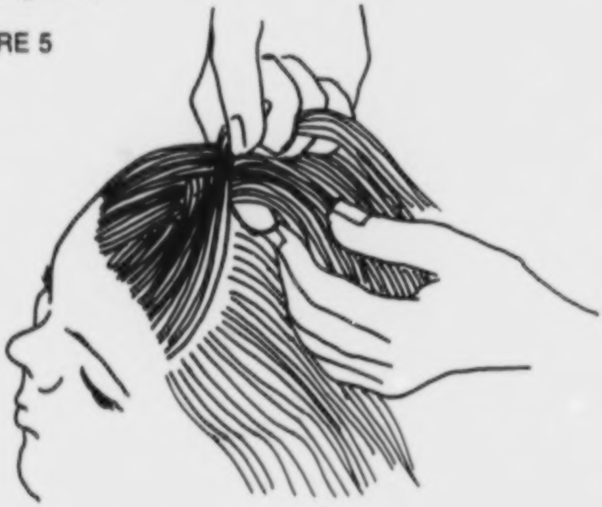
FIGURE 4



NOTE: The fishbone pattern is now established and the same plaiting technique—right over left, left over right, right over left—will continue throughout. As you gather new strands from the front hairline, a fan pattern will develop, coming to a point towards the crown.

8. Continue to gather hair strands, alternating from the right to the left as you work toward the crown. Remoisten the hair as necessary and maintain even tension on the current plait. (Figure 5)

FIGURE 5



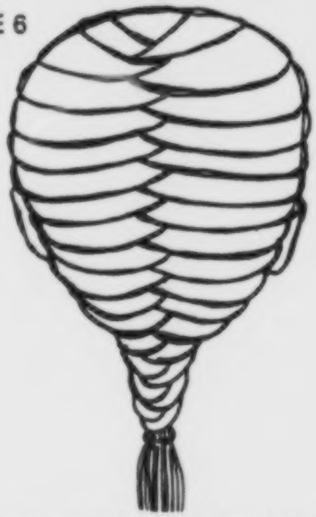
NOTE: As you reach the level of the ears, the strands should begin to be directed straight back and should be decreased in size to approximately ¾". From the ear to the nape and then into the pony tail, the strands should gradually decrease to ½", then to ¼" in order to insure proper tightness of the braid.

9. Continue to gather strands in decreasing size from the crown into the top of the pony tail. Remoisten and tilt the head forward as necessary.

NOTE: From the top of the pony tail, the pattern can be changed to a three-strand invisible French braiding as a decorative alternative or the braid can be stopped and the remaining hair left as loose curls with a barrette or ribbon attached.

10. Finish the braid all the way through the pony tail in the fishbone pattern and fasten with a covered rubber band or ribbon. (Figure 6)

FIGURE 6



11. Examine the finished braid and use the rat tail comb to straighten the pattern on the center line and to tuck loose hair into the braid. Spray with setting spray.

12. Sanitize work area, implements, equipment, and hands.

13. Have instructor evaluate your work.

JOB SHEET 4 BRAIDING XXVII

OBJECTIVE 6

Complete corn rowing.

INTRODUCTION

This long, narrow braiding pattern derives its name from the distinctive appearance of long rows in a garden. Well suited for over-curly hair, no processing is necessary, but thermally or chemically relaxed hair is easier to braid. Probably the most artistic of all braids, corn rowing requires patience, practice, and a commanding knowledge of basic skills. It may take from one to three hours to braid an entire head of hair. The technique is similar to visible French braiding, but the hair should be either shampooed, conditioner left in, and dried, or shampooed, conditioned, rinsed, dried, and dressed with a mild oil before starting. Hair must be at least 2½-3″ long at the crown and 4-5″ at the sides and back so the stylist can grip and plait the strands. Very elaborate off-the-head and curved patterns may be achieved, but the braids described here will be basic straight patterns from the top center of the head to the bottom and back hairline.

IMPLEMENTS AND EQUIPMENT

- Detangling comb
- Rattail comb
- Clips/hairpins/bobby pins
- Blow dryer or hood dryer

SUPPLIES

- Shampoo
- Conditioner
- Cream rinse
- Mild oil

NOTE: Completion of Job Sheet 2 before attempting this procedure is recommended.

PROCEDURE

Functional Reading Skills
- Follow written instructions

1. Sanitize hands.

2. Seat client and pre-plan the desired hairstyle.

3. Drape client. Have client remove and safeguard jewelry.

4. Shampoo, condition, and rinse the hair. Towel dry and blow dry on cool.

- Use content area vocabulary

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

Cognitive Activity Skills
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

5. Sparingly dress the hair with a mild oil. Part the hair into five sections: front, crown, back, left, and right sides. Clip each section out of the way.

   NOTE: Instructor may have you work in vertical or horizontal directions at their discretion in order to insure maximum variety in practice of basic skills.

6. Start at the front. Part and comb a narrow sub-section, clipping the remainder of the section out of the way.

7. Divide the sub-section into three equal strands. Lay the comb within easy reach.

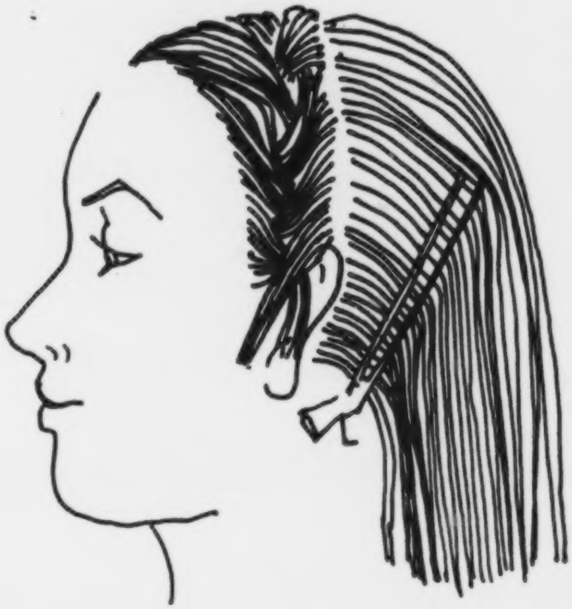
8. Start the braiding by crossing the right strand under the center strand and the left strand under the right one. Gently draw strands tight. Keep the plait tight and flat against the scalp.

9. Gather up a small strand from the right of the sub-section and add it to the newly created right strand. Twist each newly gathered strand into the original as you reach the end, insuring that the strand stays together during plaiting.

10. Pick up a strand from the left side and add it to the new left strand, twisting it into the previous strand. Cross this strand under the new center strand. Tighten the last two strands evenly.

11. Continue to gather hair from the right and left sides and add them to the original strands, twisting together as you cross them under the center strand. (Figure 1)

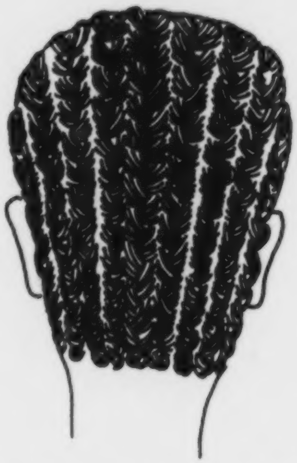
FIGURE 1



12. Finish the braid at the end of the hairline, whether side or back. Tighten and tuck the very end under and into the hollow space inside the braid. Use a bobby pin or hairpin under and inside to hold the end in place.

13. Making sure the hair remains moist, part another sub-section and braid as above. Continue until the entire head is complete. (Figure 2)

FIGURE 2



14. Examine finished braids. Use rat tail comb to tuck any loose hair into place. Spray with setting lotion.

15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 1

Complete an invisible French braid.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Moistened hair with styling lotion, combed out tangles	___	___
4. Sectioned and parted hair from ear to ear, combing front hair forward and clipping out of the way	___	___
5. Parted the back hair from crown to nape at the center; combed left side out of the way and clipped	___	___
6. Divided section into three equal strands; laid within easy reach	___	___
7. Started the braid by crossing the left strand over the center strand, taking the center stand to the left so that they switch places; tightened strands	___	___

	Yes	No
8. Drew up a strand from the left and added it to the new left strand; tightened	___	___
9. Brought right strand over the new center strand and gently tightened; gathered another strand from the right and added it to the new right strand; tightened	___	___
10. Continued to gather hair from the left and right sides and added them to the original strands as they were crossed over the center strand	___	___
11. Finished the braid at the nape by fastening with a rubber band or ribbon and tucked under and into the hollow space inside the braid	___	___
12. Moved to the left side, unclipped and remoistened the hair	___	___
13. Braided the left side, repeating right side techniques	___	___
14. Used rat tail comb to tuck loose hair into place and sprayed with setting spray; examined completed braid	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

___

___

___

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned and parted hair properly	4	3	2	1
Completed an invisible French braid	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 2

Complete a visible French braid.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Moistened hair with styling lotion, combed out tangles	___	___
4. Sectioned and parted hair; combed and clipped out of the way	___	___
5. Parted back hair at center from crown to nape; combed and clipped out of the way	___	___
6. Divided the right section into three equal strands; laid comb within easy reach	___	___
7. Started the braid by crossing the right strand under the center strand, then the left strand under the right one; gently tightened the strands	___	___

	Yes	No
8. Drew up a strand from the right side and added it to the newly created right strand; crossed this strand under the new center strand	___	___
9. Picked up a strand from the left side and added it to the new left strand; tightened last two strands	___	___
10. Continued to gather hair from the right and left sides and added them to the original strands and crossed them under the center stand	___	___
11. Finished the braid at the nape by fastening with a rubber band or ribbon and tucked under and into the hollow space inside the braid	___	___
	___	___
12. Moved to the left side, unclipped and remoistened the hair	___	___
13. Braided the left side, repeating right side techniques	___	___
14. Examined completed braid; used rat tail comb to tuck loose hair into place and sprayed with setting spray examined completed braid	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Parted and sectioned hair properly	4	3	2	1
Completed a visible French braid	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 3

Complete a fishbone braid.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Moistened hair with styling lotion, combed out tangles, and combed hair straight back and down	___	___
4. Used index finger of left hand to lift first section of hair and divided into two equal strands	___	___
5. Started the braid by crossing the right strand over the left and gently drawing tight; kept even tension	___	___
6. Gathered 1" strand from the hairline to the left of the first left strand and crossed this strand over the original right strand; scissored between thumb and index fingers of right hand and gently tightened	___	___

	Yes	No
7. Gathered another strand from the right of the first right strand, crossed this over the new plait, and added it to the strand in the left hand; scissored and gently tightened	___	___
8. Continued to gather strands, alternating right over left, left over right, working towards the crown; remoistened hair as necessary and maintained even tension	___	___
9. Continued to gather strands in decreasing size, from the crown into the top of the pony tail; tilted head forward as necessary	___	___
10. Finished the hanging braid and fastened with covered rubber band or ribbon	___	___
11. Examined finished braid, used rat tail comb to straighten pattern and tuck loose hair into the braid; sprayed with setting spray	___	___
12. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Sectioned and parted hair properly	4	3	2	1
Completed fishbone braid	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

BRAIDING

XXVII

JOB SHEET 4

Complete corn rowing.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client; had client remove and safeguard jewelry	___	___
3. Seated client and preplanned desired hairstyle	___	___
4. Shampooed, conditioned, and rinsed the hair; towel dried and blow dried on cool	___	___
5. Lightly dressed hair with mild oil; parted the hair into five basic sections and clipped out of the way	___	___
6. Started at the front; parted and combed out a narrow sub-section; clipped remaining section out of the way	___	___
7. Divided sub-section into three equal strands; laid comb close by and handy	___	___

	Yes	No
8. Started the braiding by crossing the right strand under the center strand and the left strand under the right one; kept plait flat against scalp and gently tightened	___	___
9. Gathered small strand from the right of the sub-section and added it to the new right strand; twisted each newly gathered strand into the original	___	___
10. Picked up a strand from the left side, added it to the new left strand, twisting it into the previous strand; crossed strand under new center strand; evenly tightened last two strands	___ ___	___ ___
11. Continued to gather hair from the right and left sides adding them to the original strands and twisting together before crossing them under the center strand	___	___
12. Finished the braid at the bottom of the hairline; tightened and tucked the end under and into the hollow space inside the braid; fastened with hairpin	___	___
13. Parted and combed out another sub-section and braided as above; continued until entire head was complete	___	___
14. Examined finished braids; used rat tail comb to tuck loose hair into place; sprayed with setting spray	___	___
15. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hair for braiding	4	3	2	1
Sectioned and parted hair properly	4	3	2	1
Completed corn rowing	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

BRAIDING

XXVII

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with braiding to their correct definitions. Write the correct letters in the blanks.

___ 1. The line around the face where the hair begins to grow

___ 2. Separating panels of hair to work with from the rest of the hair

___ 3. The degree of fineness or coarseness based on the diameter of the hair

___ 4. Used to hold completed braid in place

___ 5. Wire pins with double prongs used for control of hair during braiding and for tacking hair in place

___ 6. Strands of hair that have been laced or woven to form a pattern

___ 7. The topmost part of the head on a line between the ears

___ 8. A complete step in the braiding sequence

___ 9. Used to condition the hair for easy response to braiding techniques; gives greater styling control

a. nape

b. texture

c. braid

d. crown

e. setting spray

f. hairpins and bobby pins

g. styling lotion

h. sectioning

i. plait

j. strand

k. front hairline

May be photocopied for student use.

___10. An individual section of hair within a braid

___11. Hairline at the back of the neck

OBJECTIVE 2

State tips for successful braiding. Write your answers in the spaces provided.

1. ____
   ____
2. ____
   ____
3. ____
   ____
4. ____
   ____
5. ____
   ____
6. ____
   ____
7. ____
   ____

NOTE: Objectives 3-6 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

BRAIDING

XXVII

OBJECTIVE 1

1. k
2. h
3. b
4. e
5. f
6. c
7. d
8. i
9. g
10. j
11. a

OBJECTIVE 2

- Visualize the step-by-step procedures before beginning the braid.
- Damp hair is easier to braid.
- Use a covered rubber band to temporarily secure the plaits during braiding.
- Relax occasionally to relieve the tension in your shoulder muscles.
- Maintain steady tension on all hair strands as you work.
- Don't worry that strands be "exactly" equal.
- If you make a mistake, unbraid a few strands and continue braiding.

OBJECTIVE SHEET

STYLING WIGS

XXVIII

INTRODUCTION

Men and women have worn wigs and hairpieces for many years. People wear wigs and hairpieces for many different reasons. Some wear hairpieces to cover baldness. Others feel that a wig gives them a new look. The use of wigs and hairpieces in hairstyling has become an important part of the beauty industry.

UNIT OBJECTIVE

After completing this unit, the student will be able to clean, set, and style a wig and hairpiece. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with wigs and hairpieces to their correct definitions.
2. List the steps in measuring the head to fit a wig.
3. Describe methods of sizing and blocking a wig.
4. Describe the various types of wigs and hairpieces.
5. Arrange in order the steps in cleaning wigs and hairpieces.
6. Choose equipment and supplies used for styling hairpieces.
7. Style a wig. (Job Sheet 1)
8. Style a hairpiece. (Job Sheet 2)

SUGGESTED ACTIVITIES — STYLING WIGS — XXVIII

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers.

  — Invite a wig salesperson to speak to the class about marketing techniques.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.

  — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.

DELIVERY

Objective 1: Match terms associated with wigs and hairpieces to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: List the steps in measuring the head to fit a wig.
Objective 3: Describe methods of sizing and blocking a wig.

- Show the students how to measure the head for a wig.
- Demonstrate the different methods of sizing of a wig.

Objective 4: Describe the various types of wigs and hairpieces.

- Use Transparency Master 1.

- Ask a wig salesperson to bring various types of wigs and hairpieces to the class.
- Have students try on different wigs and hairpieces.

Objective 5: Arrange in order the steps in cleaning wigs and hairpieces.

- Demonstrate in order the steps in cleaning wigs and hairpieces.
- Display several different wig cleaners.
- Explain the use of special cleaners.

Objective 6: Choose equipment and supplies used for styling hairpieces.

- Use Transparency Master 2.
- Have equipment and supplies ready to show students.
- Demonstrate how to use a swivel clamp.
- Demonstrate how to put a wig on a wig block correctly.

APPLICATION

Objective 7: Style a wig.
Objective 8: Style a hairpiece.

- Have students complete Job Sheets 1 and 2.

EVALUATION

Practical Test

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Cosmetology Education: A Basic Program*, 16 part program, (Program 13—Wigs and Toupees)). Available from Milady Publishing Co., Box 12519, Albany, NY 12212 or call 1-800-836-5239. (Color, 35mm slide program with audio cassettes and technical manuals, ISBN 0-87350-949-8).

Print Media

- *Wigs: A Complete Guide for the Profession*, by Sally Cooney and Charlotte Harper. ISBN 0-13957-761-0. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239.

UNIT REFERENCES

- Ahern, J. Jerry. *West's Textbook of Cosmetology*, 2nd ed. West Publishing Co.: St. Paul, MN, 1986.
- Barrett, Dean. *The Van Dean Manual.* Milady Publishing Co.: New York, 1976.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed. West Publishing Co.: St. Paul, MN, 1985.
- Scott, Olive, P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.

INFORMATION SHEET

STYLING WIGS

XXVIII

OBJECTIVE 1

Match terms associated with wigs and hairpieces to their correct definitions.

- **color rinse** — temporary color to restore original color

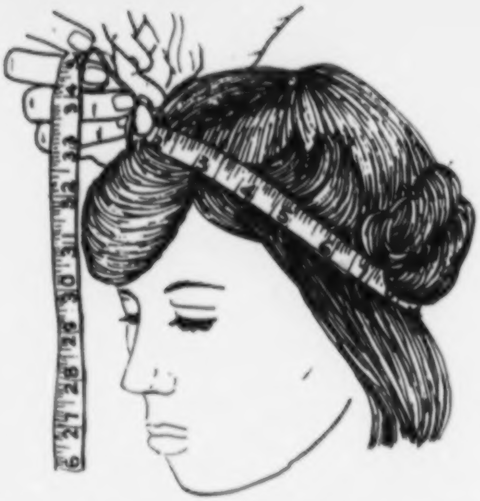
  NOTE: Synthetic wigs cannot accept any type of color.

- **hot dye** — a fabric dye used to tint human hairpieces
- **J & L color ring** — a ring containing different colors of hair samples
- **permanent color** — restores natural color permanently
- **ply** — one of several layers sewn together
- **semi-permanent color** — non-peroxide color
- **synthetic** — artificial fiber designed to give the appearance of human hair
- **wefted** — machine-stitched or hand woven base for hairpiece
- **wiglet** — a hairpiece used in various areas of the head

OBJECTIVE 2

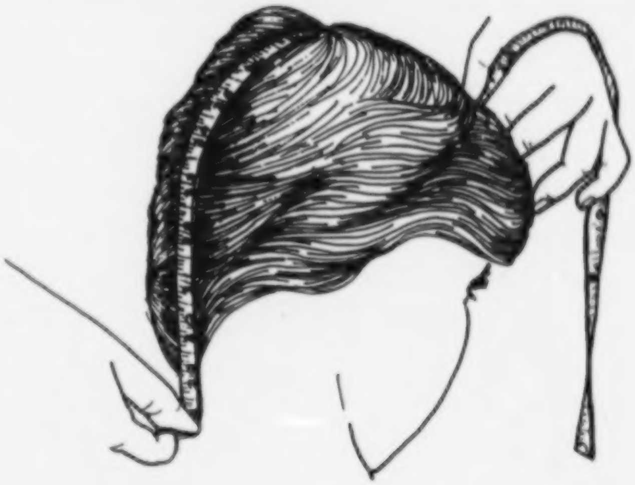
List the steps in measuring the head to fit a wig.

1. Place the measuring tape behind front hairline above the ears and below the occipital bone in the nape area to measure the circumference of the head.

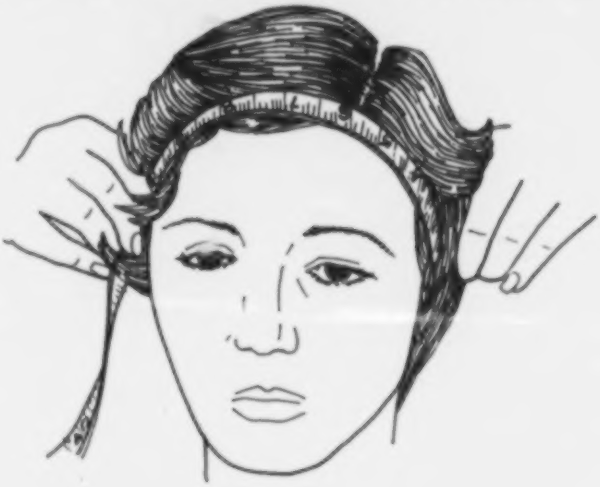


2. Measure from the front hairline back to the nape.

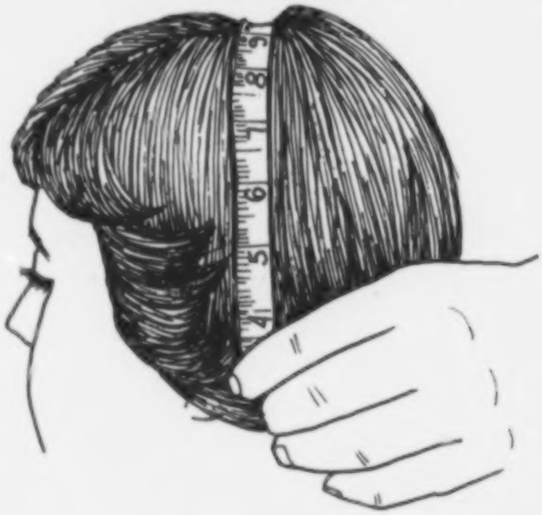
NOTE: Wig cap should not extend beyond natural bend of the neck when the head is tilted to prevent the wig from riding up.



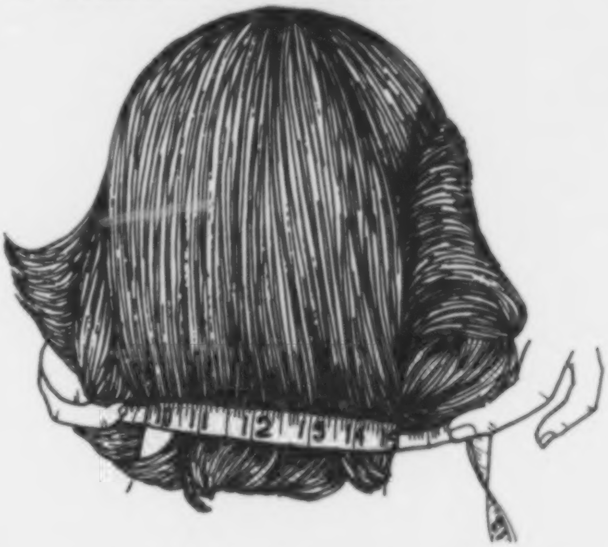
3. Measure from temple to temple at the front hairline.



4. Measure from ear to ear over the top of the head.



5. Measure across the nape area.



OBJECTIVE 3

Describe methods of sizing and blocking a wig.

NOTE: If the hair length of the wig is to be altered after the wig has been fitted, cut just as you would a regular head of hair. Cut a guideline while the wig is on the client's head and place the wig on a wig block to complete the haircut.

- **shrinking** — Spray the wig cap thoroughly with warm water, completely saturating the cap; pin the wig on the proper size wig block, placing several wig pins around the hairline; allow wig to dry.

  NOTE: The wig will form to the wig block as it drys. If the wig requires additional sizing, darts or tucks may have to be taken.

- **stretching** — Saturate the wig base with warm water; pin securely on a larger wig block and allow to dry.

- **tucks** — Take horizontal tucks in the nape area to shorten wig cap; fold the tuck over so that it lays flat against the net; stitch the tucks into place.

  NOTE: Tucks may be taken on the inside or outside of wefted or machine-made wigs.

- **darts** — Sew vertical darts securely; turn the darts down toward the ear on each side; stitch the darts to the cap.

  NOTE: Vertical darts are sewn in crown area to shorten the length from ear to ear.

OBJECTIVE 4

Describe the various types of wigs and hairpieces.

- **cascade** — machine-made, oblong-base hairpiece; contains 10 to 12" of hair
- **custom-made** — hairpiece sized for a specific head and made of hand-tied European hair; lined in silk
- **demi-wig** — hairpiece with a large contoured cap; contains 8 to 12" of hair
- **fall** — short, medium, or long-haired semi-machine wefted hairpiece; may contain as much as 26" of hair
- **hand-tied** — hairpiece in which two to five hairs at a time are knotted by hand into a cap
- **machine-wefted** — loose hair is woven into wefts or strips of material and are sewn into wig cap in a circular pattern
- **no-cap wigs** — made of rows of wefting sewn to strips of elastic

  NOTE: Wig caps and hairpiece bases are made of cotton, cotton and synthetic, or all synthetic materials.

- **semi-hand-tied** — hairpiece which is hand-tied onto the base around the edges of the hair while the remaining part of the wig is machine-wefted
- **stretch wigs** — hairpiece made of reinforced elastic; either machine-made or hand-tied
- **switch** — hairpiece in which one-, two-, or three-ply hair strands are connected to a loop and have as much as 26" of hair length that may be used as a ponytail or chignon
- **wig caps** — hairpiece which has one or two rows of elastic in the nape area

- **wiglet** — honeycomb-based or hand-wefted hairpiece available in varying sizes, shapes, and colors

OBJECTIVE 5

Arrange in order the steps in cleaning wigs and hairpieces.

Human hair wigs should be dry-cleaned every 2-4 weeks. Synthetic wigs and hairpieces have synthetic fibers that are non-absorbent and do not attract dust and dirt, therefore, they only have to be cleaned about every three months.

NOTE: Cleaning also depends on how often the wig or hairpiece is worn.

1. Place the wig on a wig block.
2. Remove all backcombing or tangles from the hairpiece.
3. Mark the size of the wig on the block in order to retain the same size after it has been cleaned.
4. Remove the wig from the block.
5. Saturate the wig in a large glass bowl containing the proper cleaners.
6. Hair side down, dip the wig up and down until it is clean.
7. Towel blot the wig very carefully.
8. Pin the hairpiece onto a properly sized wig block immediately.

   NOTE: Hand tied wigs should be cleaned on the block using same method.

9. Dry and style as desired.

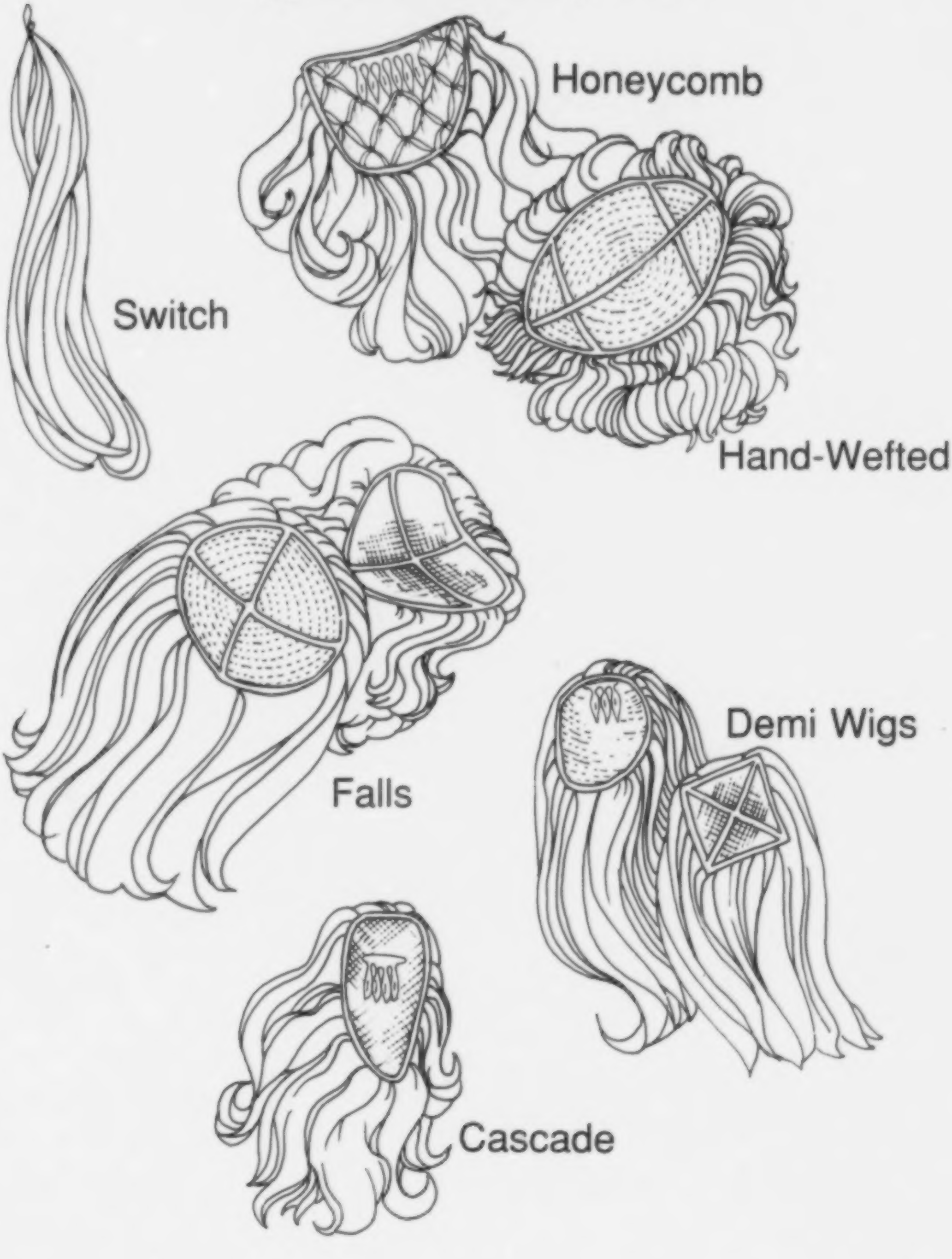
OBJECTIVE 6

Choose equipment and supplies used in styling wigs and hairpieces.

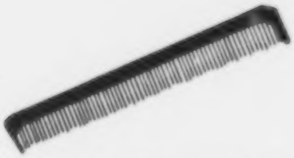
- **baking soda** — used on human and synthetic hairpieces; removes hair spray and dirt from human hair
- **conditioner** — used on human hairpieces; protein-type products are used to give luster back to human wigs and hairpieces.

- **liquid dry cleaner** — used to clean human hairpieces
- **mild shampoo** — used to clean human and synthetic hairpieces
- **styling comb** — aids in rolling and combing out the wig or hairpiece
- **swivel clamp** — holds the wig block in place
- **T-pins** — holds a wig or hairpiece on the wig block
- **wig block** — holds a wig or hairpiece while being styled
- **wire brush** — used to comb out tangles

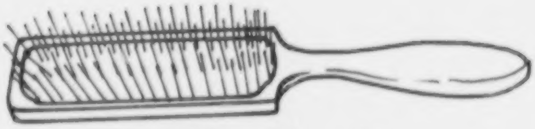
Types of Hairpieces


Honeycomb
Switch
Hand-Wefted
Falls
Demi Wigs
Cascade

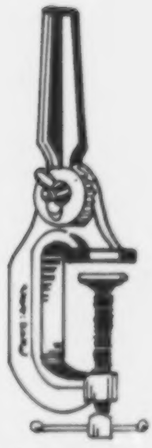
Implements and Equipment Used for Styling Hairpieces



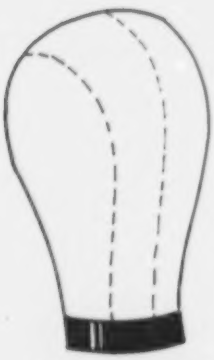
Styling Comb



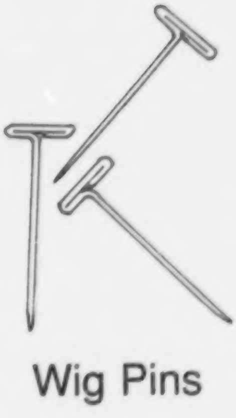
Wire Brush



Swivel Clamp



Wig Block



Wig Pins

JOB SHEET 1

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with customers/clients
- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
- If students have difficulty mastering a specific job task/procedure:
  - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.

- Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEET 2

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions

1407

EMPLOYABILITY SKILLS

— Mastering a specific job task/procedure

— Practicing good work habits/attitudes

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1 STYLING WIGS XXVIII

OBJECTIVE 7

Style a wig.

IMPLEMENTS AND EQUIPMENT

- Wig block
- Wig pins
- Plastic cover for wig block
- Comb
- Rollers
- Clippies
- Towel
- Brush
- Swivel clamp
- Dryer
- Wig
- Water bottle

SUPPLIES

- Hair spray

PROCEDURE

1. Select the proper size wig block.
2. Place cleaned wig on plastic-covered wig block.

   NOTE: Wig blocks have a front and back. To determine how to place the wig, check the side of the wig block that resembles the occipital bone. This is the back and the flatter side is the front.

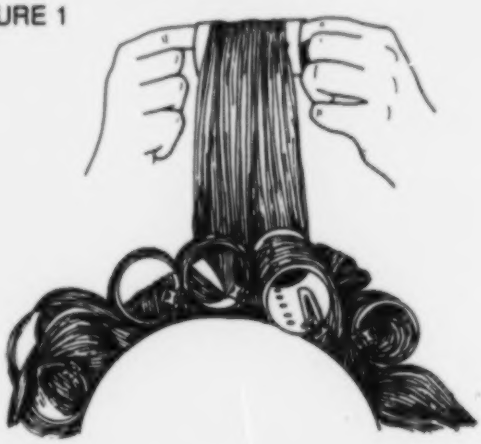
3. Pin wig at ear points, top, and nape using center seam of wig block as the guide for balancing the wig.

Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with customers/clients

4. Roll wig in desired style, pinning each roller at the base and staggering the rollers. (Figure 1)

FIGURE 1



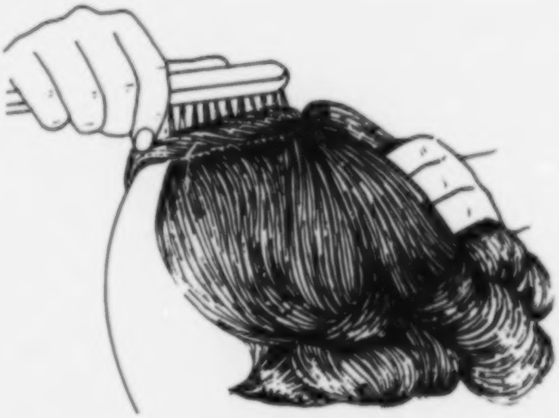
⚠ **NOTICE:** Avoid catching the base of the wig in the clips to prevent tearing the net.

NOTE: Most wigs cannot be styled away from hairline because the wig base will show; therefore, wigs should be styled with some hair moving forward around the face area.

5. Place wig in dryer using a medium heat; dry thoroughly.

6. Remove rollers and brush wig thoroughly to relax curls. (Figure 2)

FIGURE 2



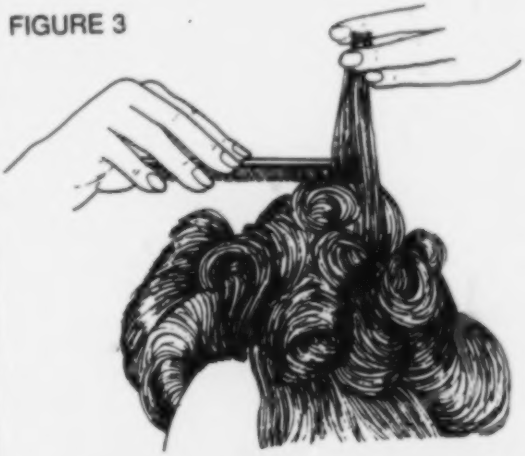
7. Brush hair into desired style.

NOTICE: Avoid catching wig base with the teeth of the comb or brush bristles.

---

8. Backbrush or backcomb hair lightly. (Figure 3)

FIGURE 3



NOTE: Backbrushing or backcombing helps to conceal the net of the wig base.

9. Style wig, being careful not to get style too large.

   NOTE: Wigs appear nearly twice as large on a human head as they do on a wig block.

10. Flatten hair around hairline of wig to help avoid wig look.

11. Spray lightly with wig hair spray.

12. Try wig on client, being careful not to disturb style when removing wig pins.

13. Make any adjustments needed for wig to look proper on client.

    NOTE: Combing client's own hair out over front hairline of the wig, when possible, gives a completely natural look.

14. Sanitize work area, implements, equipment, and hands.

15. Have instructor evaluate your work.

JOB SHEET 2

STYLING WIGS

OBJECTIVE 8

Style a hairpiece.

IMPLEMENTS AND EQUIPMENT

- Plastic-covered wig block
- Wig pins
- Comb
- Rollers
- Clippies
- Towel
- Brush
- Hairpins
- Swivel clamp
- Dryer
- Hairpiece
- Water bottle

SUPPLIES

- Hair spray

PROCEDURE

Functional Reading Skills
- Follow written instructions

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

1. Place cleaned hairpiece on plastic-covered wig block.

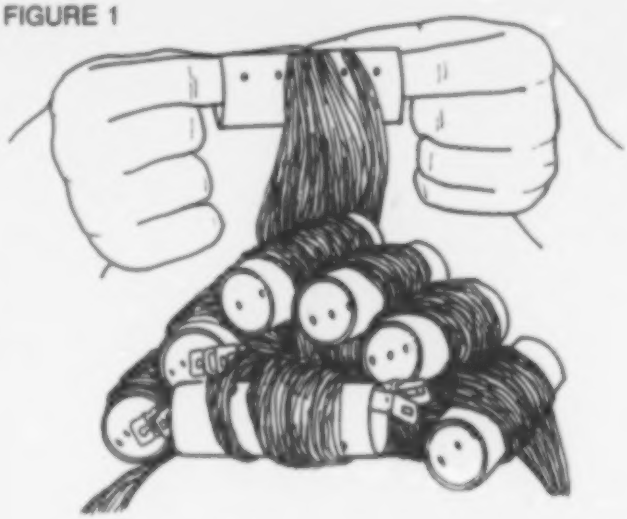
   NOTE: Place hairpiece on wig block in approximate area that it is going to be worn on head.

2. Pin hairpiece securely using four wig pins around base of hairpiece.

3. Comb out any tangles, being careful not to catch teeth of comb on hairpiece base.

4. Roll hairpiece using medium size rollers and clipping under and at the base of each roller. (Figure 1)

FIGURE 1



NOTE: For combing curls into hairpiece, roll hair in all directions from center of the hairpiece.

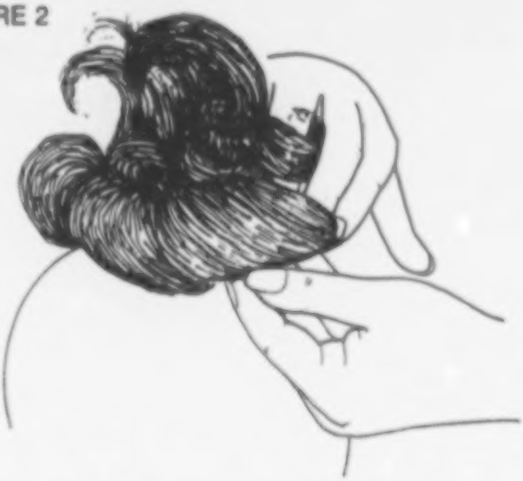
5. Place hairpiece under medium-heat dryer to dry.

6. Remove rollers and brush hair to relax curl.

7. Backbrush or backcomb entire hairpiece.

8. Comb hairpiece into curls by taking a small section of hair at base and smoothing the surface, being careful not to remove the backcombing. (Figure 2)

FIGURE 2

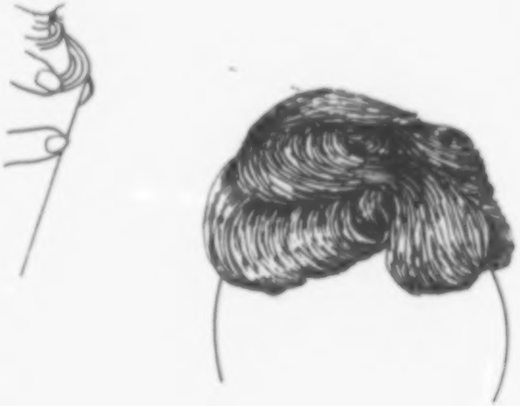


9. Continue forming curls, using brush or comb.

   NOTE: Use small amount of hair in each curl to be sure that you do not run out of hair on the top.

10. Complete and spray. (Figure 3)

FIGURE 3



NOTE: Hairpins may be placed in circle of curl to hold it firm.

11. Sanitize work area, implements, equipment, and hands.

12. Have instructor evaluate your work.

JOB SHEET 1 **Style a wig.**

Student's name ______________________ Date ________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Selected proper size wig block	___	___
2. Placed clean wig on wig block	___	___
3. Pinned wig to wig block	___	___
4. Rolled wig	___	___
5. Dried completely	___	___
6. Removed rollers and brushed wig to relax curls	___	___
7. Styled wig	___	___
8. Sprayed with wig spray	___	___
9. Tried wig on client	___	___
10. Made adjustment for proper look	___	___
11. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed rolling	4	3	2	1
Completed hairstyle	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

STYLING WIGS

XXVIII

JOB SHEET 2

Style a hairpiece.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Placed hairpiece on plastic wig block	___	___
2. Pinned hairpiece to wig block	___	___
3. Combed out tangles	___	___
4. Rolled hairpiece	___	___
5. Dried thoroughly	___	___
6. Removed rollers and brushed hair to relax curl	___	___
7. Combed out hairpiece completely	___	___
8. Completed hairstyle and sprayed	___	___
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Completed rolling of hairpiece	4	3	2	1
Completed styling	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

STYLING WIGS

XXVIII

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with wigs and hairpieces to their correct definitions. Write the correct letters in the blanks.

___ 1. Restores natural color permanently

___ 2. Non-peroxide color

___ 3. Machine-stitched or hand woven base for hairpiece

___ 4. Temporary color to restore original color

___ 5. A fabric dye used to tint human hairpieces

___ 6. A ring containing different colors of hair samples

___ 7. One of several layers sewn together

___ 8. Artificial fiber designed to give the appearance of human hair

___ 9. A hairpiece used in various areas of the head

a. semi-permanent color

b. hot dye

c. permanent color

d. ply

e. synthetic

f. wiglet

g. color rinse

h. J & L color ring

i. wefted

OBJECTIVE 2

List the steps in measuring the head to fit a wig. Write your answers in the spaces provided.

1. ______________________________

2. ______________________________

3. ______________________________

May be photocopied for student use.

4. ______________________________

5. ______________________________

OBJECTIVE 3

Describe methods of sizing and blocking a wig. Write your answer in the space provided.

Stretching ______________________________

____

____

Tucks ______________________________

____

____

Shrinking ______________________________

____

____

Darts ______________________________

____

____

OBJECTIVE 4

Describe the various types of wigs and hairpieces. Write your answers in the spaces provided.

Cascade ______________________________

____

Custom-made ______________________________

____

May be photocopied for student use.

Demi-wig ____________________

____

Fall ____________________

____

Hand-tied ____________________

____

Machine-wefted ____________________

____

No-cap wigs ____________________

____

Semi-hand-tied ____________________

____

Stretch wigs ____________________

____

Switch ____________________

____

Wig caps ____________________

____

Wiglet ____________________

____

May be photocopied for student use.

OBJECTIVE 5 **Arrange in order the steps in cleaning wigs and hairpieces.**
Write a "1" in front of the first step, a "2" in front of the second step, and so on.

___ Saturate the wig in a large, glass bowl containing the proper cleaners.

___ Place the wig on a wig block.

___ Towel blot the wig very carefully.

___ Dry and style as desired.

___ Hair side down, dip the wig up and down until it is clean.

___ Remove the wig from the block.

___ Mark the size of the wig on the block in order to retain the same size after it has been cleaned.

___ Remove all backcombing or tangles from the hairpiece.

___ Pin the hairpiece onto a properly sized wig block immediately.

OBJECTIVE 6 **Choose equipment and supplies used for styling hairpieces.**
Write the correct letters in the blanks.

___ 1. Holds the wig block in place

a. wig cap
b. swivel clamp
c. wig clamp
d. wiglet clamp

___ 2. Holds a wig or hairpiece on the wig block

a. clippie
b. wig pin
c. hair pins
d. T-pins

May be photocopied for student use.

___ 3. Holds a wig or hairpiece while being styled

a. wig block
b. wig clamp
c. swivel clamp
d. wiglet clamp

___ 4. Used to help remove hair spray and dirt from human hair

a. baking soda
b. conditioner
c. styling lotion
d. water

___ 5. Protein-type products that are used to give luster back to human wigs and hairpieces

a. conditioner
b. styling gel
c. styling lotion
d. shampoo

___ 6. Used to comb out tangles

a. wave comb
b. styling comb
c. vent brush
d. wire brush

___ 7. Aids in rolling and combing out the wig or hairpiece

a. wave comb
b. styling comb
c. vent brush
d. wire brush

___ 8. Used to clean human hairpieces

a. water
b. liquid dry cleaner
c. alkaline shampoo
d. dish soap

May be photocopied for student use.

___ 9. Used to clean human and synthetic hairpieces

a. mild shampoo
b. water
c. alcohol
d. bath soap

NOTE: Objectives 7 and 8 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

STYLING WIGS

XXVIII

OBJECTIVE 1

1. c
2. a
3. i
4. g
5. b
6. h
7. d
8. e
9. f

OBJECTIVE 2

1. Place the measuring tape behind front hairline above the ears and below the occipital bone in the nape area to measure the circumference of the head.
2. Measure from the front hairline back to the nape.
3. Measure from temple to temple at the front hairline.
4. Measure from ear to ear over the top of the head.
5. Measure across the nape area.

OBJECTIVE 3

stretching — Saturate the wig base with warm water; pin wig securely on a larger wig block and allow to dry.

tucks — Take horizontal tucks in the nape area to shorten wig cap; fold the tuck over so that it lays flat against the net; stitch the tucks into place.

shrinking — Spray the wig cap thoroughly with warm water, completely saturating cap; pin the wig on the proper size wig block, placing several wig pins around the hairline; allow wig to dry.

darts — Sew vertical darts securely; turn the darts down toward the ear on each side; stitch the darts to the cap.

OBJECTIVE 4

cascade — Machine-made, oblong-base hairpiece; contains 10 to 12" of hair

custom-made — Hairpiece sized for a specific head and made of hand-tied European hair; lined in silk

demi-wig — Hairpiece with a large contoured cap; contains 8 to 12" of hair

fall — Short, medium, or long-haired semi-machine wefted hairpiece; may contain as much as 26" of hair

hand-tied — Hairpiece in which two to five hairs at a time are knotted by hand into a cap

machine-wefted — Loose hair is woven into wefts or strips of material and are sewn into wig cap in a circular pattern

no-cap wigs — Made of rows of wefting sewn to strips of elastic

semi-hand-tied — Hairpiece which is hand-tied onto the base around the edges of the hair while the remaining part of the wig is machine-wefted

stretch wigs — Hairpiece made of reinforced elastic; either machine-made or hand-tied

switch — Hairpiece in which one-, two-, or three-ply hair strands are connected to a loop and have as much as 26" of hair length that may be used as a ponytail or chignon

wig caps — Have one or two rows of elastic in the nape area

wiglet — Honeycomb-based or hand-wefted hairpiece available in varying sizes, shapes, and colors

OBJECTIVE 5

5, 1, 7, 9, 6, 4, 3, 2, 8

OBJECTIVE 6

1. b
2. d
3. a
4. a
5. a
6. d
7. b
8. b
9. a

OBJECTIVE SHEET

WORKING WITH MEN'S HAIRPIECES

XXIX

INTRODUCTION

Today, men's hairpieces are often sold either at hair replacement studios, which are affiliated with a particular brand of hairpiece, or at independently owned franchises, which deal exclusively with one brand of hairpiece. The demand for stylists formally trained in working with men's hairpieces has created a rapidly expanding market for cosmetologists. The well-equipped hair replacement studio carries a sufficiently large stock of samples and usually provides a private work station so the stylist can make the client feel more at ease. Studios encourage clients to return to the stylist who measures, fits, and styles their new hairpiece. A satisfied client usually becomes a repeat customer and often purchases several hairpieces.

UNIT OBJECTIVE

After completing this unit, the student will be able to measure the client's scalp; order, fit, attach, and cut a new hairpiece; clean, condition, and style a hairpiece. The student will show these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Cosmetology Core

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with men's hairpieces to their correct definitions.
2. Identify types of men's hairpieces and parts of a hairpiece.
3. Select from a list implements and supplies used for working with men's hairpieces.
4. Measure client's scalp, make mold, and take a hair sample. (Job Sheet 1)
5. Fit, attach, and cut a hairpiece. (Job Sheet 2)
6. Clean a hairpiece. (Job Sheet 3)
7. Condition a hairpiece. (Job Sheet 4)
8. Style a hairpiece. (Job Sheet 5)

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Invite guest speakers..
  - — Invite a professional stylist or an owner of a local hair replacement studio to speak to the class about working with men's hairpieces.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Order films, videotapes, and other materials to supplement the unit.
  - — See suggested resources and unit references.
- Make arrangements for any audiovisual equipment that will be needed for this unit.
- Arrange to have all materials and supplies necessary to complete job sheets.
- Make transparencies from transparency masters.
- Take the class on a field trip to visit a hair replacement studio in your area.

DELIVERY

Objective 1: Match terms associated with men's hairpieces to their correct definitions.

- Discuss terms with the students to introduce them to the unit.

Objective 2: Identify types of men's hairpieces and parts of a hairpiece.

- Use Transparency Master 1.
- Obtain several types of hairpieces and set up a display in your classroom.

Objective 3: Select from a list implements and supplies used for working with men's hairpieces.

- Set up a display of implements and supplies for students to look at.

APPLICATION

Objective 4: Measure client's scalp, make mold, and take a hair sample.
Objective 5: Fit, attach, and cut a hairpiece.
Objective 6: Clean a hairpiece.
Objective 7: Condition a hairpiece.
Objective 8: Style a hairpiece.

- Have a guest stylist demonstrate the appropriate techniques to use when working with men's hairpieces.
- Have students gather and arrange the hairpieces, implements, and supplies needed for the guest speaker's demonstration.
- Have students complete Job Sheets 1 - 5.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Skill Test

- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Electronic Media

- *Cosmetology Education: A Basic Program*, 16 part program. (Program 13—Wigs and Toupees). Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239. (35mm slide program with audio cassettes and technical manual, ISBN 0-87350-949-8)

Print Media

- Coony, Sally and Charolette Harper. *Wigs: A Complete Guide for the Profession.* ISBN 0-13957-761-0. Available from Milady Publishing Co., Box 12519, Albany, NY 12212, or call 1-800-836-5239.

UNIT REFERENCES

- Dalton, John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1990.

- Mayhew, John. *Hair Techniques and Alternatives to Baldness.* Trado-Medic Books: Owerri, New York, London, 1983.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.
- Yahm, Jacob J., ed. *Standard Textbook of Professional Barber-Styling.* Milady Publishing Co.: Albany, NY, 1983.

WORKING WITH MEN'S HAIRPIECES

OBJECTIVE 1

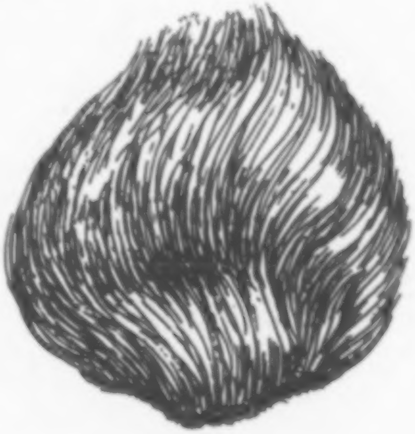
Match terms associated with men's hairpieces to their correct definitions.

- **hairpiece** — a full or partial wig made from human hair or synthetic material
- **match test** — used to determine the difference between human hair and synthetic hair
- **natural hairline** — point or line where front hairline existed before balding began
- **plaster-of-paris strips** — used to make a temporary hardened mold exactly in the shape of the client's head
- **solid mold** — final manufacturer's mold made by filling plaster-of-paris mold with liquid plastic; usually returned to the hair replacement studio with the finished hairpiece

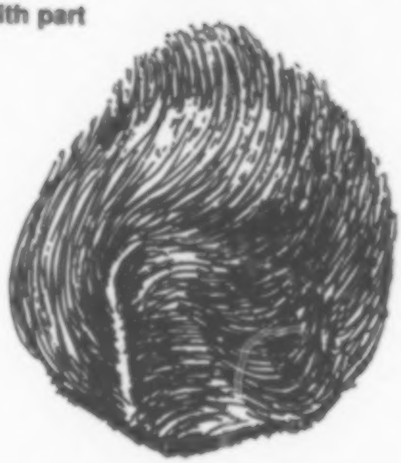
OBJECTIVE 2

Identify types of men's hairpieces and parts of a hairpiece.

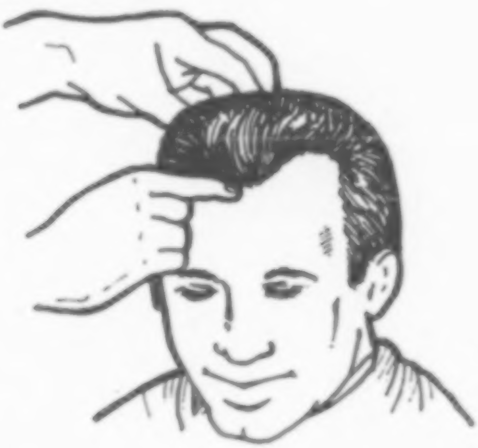
- **full top/no part**



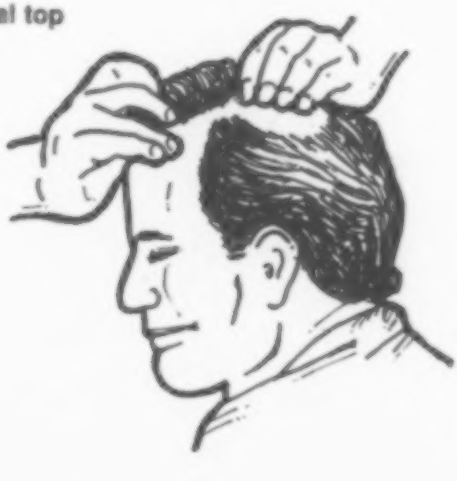
- full top/with part



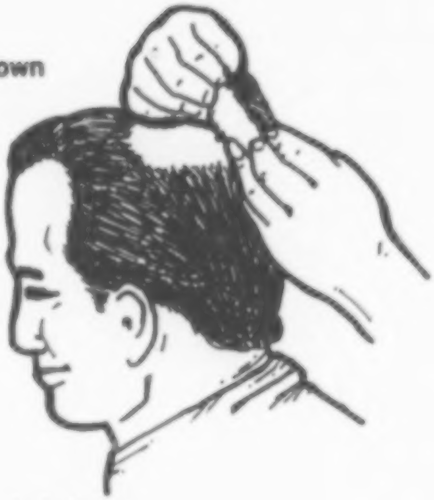
- partial front fill-in



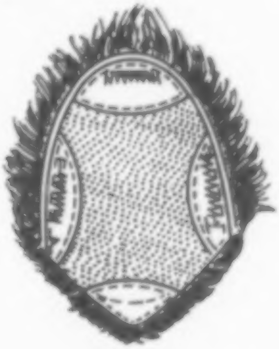
- partial top



- **partial crown**



- **parts of a hairpiece**

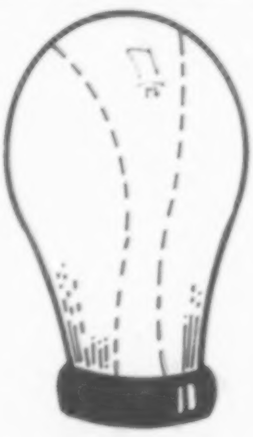


OBJECTIVE 3

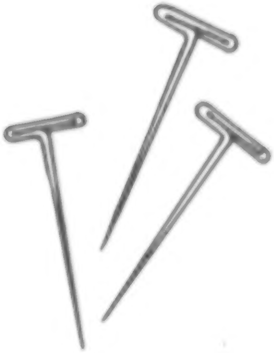
Select from a list implements and supplies used for working with men's hairpieces.

There are many implements and supplies needed when working with men's hairpieces. These items include the following:

- **wig block**

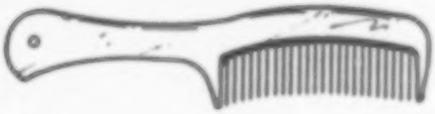


- t-pins

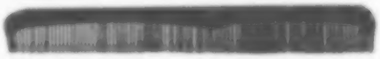


- plastic wrap
- hair net
- wig cleaner
- blow dryer
- gentle cleaner
- plaster-of-paris strips
- bright red lipstick
- spray-on conditioner

- detangling comb



- styling comb



- scissors
- safety razor
- two-sided tape
- hair sample envelopes
- large bowl
- toothbrush
- grease pencil
- protein-based conditioner

HELPFUL HINTS FOR HAIRPIECES

1. At the first meeting, encourage the client to let his hair grow longer than he normally wears it so it can be trimmed into the hairpiece at the initial fitting.

2. Have the client bring an early photo of himself, before he was balding, to see how his hair grew, the natural front hairline, and the style he previously wore.

3. Work in a private booth, if possible, so the client won't be self-conscious around other people in the studio.

4. If the studio or salon has sufficient samples, use a "Show and Tell" session with the client to allow him to try on and view different styles, colors, and shades.

5. With most men over 30, the hair begins to grey around the temples first, while the crown and back are usually the darkest areas. Most clients prefer to make the primary color closer in shade to the darkest part of their hair.

6. Most manufacturers return the solidified mold to the hair replacement studio for use in ordering future hairpieces for the client. The stylist should clearly mark the mold with the client's name and store it for easy retrieval.

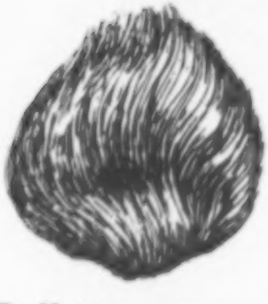
7. Teach the client how to put on and remove the hairpiece for daily convenience.

8. A simple test will help determine the difference between a human hair hairpiece or a synthetic hairpiece. Cut a few hairs from the thickest part of the hairpiece. Use a lighted match to burn this hair. Synthetic hair burns very quickly, beads up as it burns, and gives off little or no odor. Human hair burns more slowly and gives off a strong sulphur odor.

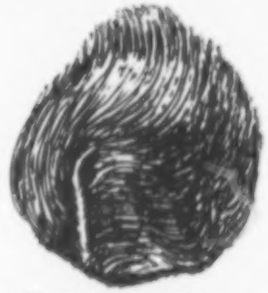
9. Synthetic hairpieces should never be cleaned with dry cleaning solvent. Human hair hairpieces should never be cleaned with shampoo.

10. Avoid exposure to heat for all hairpieces, especially grey hair, because heat will cause it to yellow.

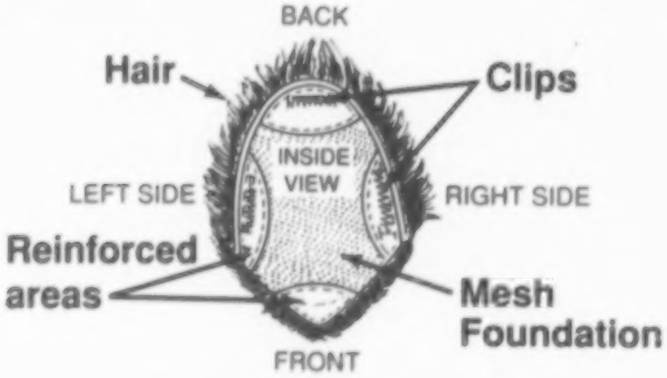
Types and Parts of Men's Hairpieces



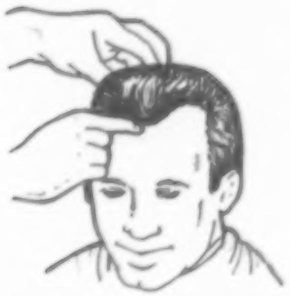
Full top no part



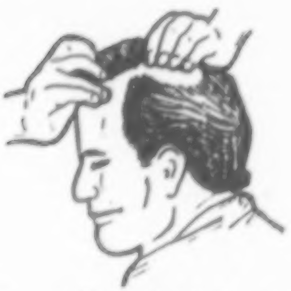
Full top with part


BACK
Hair
Clips
INSIDE VIEW
LEFT SIDE
RIGHT SIDE
Reinforced areas
Mesh Foundation
FRONT

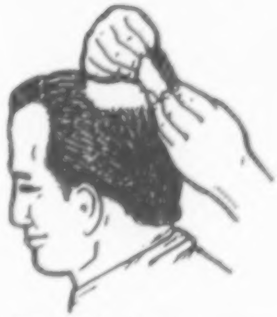
Parts of hairpiece



Partial front fill-in



Partial top



Partial crown

JOB SHEET 1

Development of:
READING SKILLS
WRITING SKILLS
SCIENCE SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, science, oral communication, interpersonal or relating, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

READING SKILLS

— Following written instructions

— Using content area vocabulary

WRITING SKILLS

— Completing forms and records

SCIENCE SKILLS

— Collecting specimens

ORAL COMMUNICATION SKILLS

— Applying active listening skills

— Communicating with clients/customers

INTERPERSONAL OR RELATING SKILLS

— Interacting with clients/customers

— Investigating/identifying personal styles

EMPLOYABILITY SKILLS

- Mastering a specific job task/procedure
- Practicing good work habits/attitudes
- Dealing effectively with clients/customers

- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.
  - Explain to students that illustrations are also part of the instructions. Encourage them to compare their work to that shown in photographs and drawings.
- If students have difficulty using content area vocabulary, review terms and concepts so the students hear, see, write, and say them.
- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
  - Review the order form, clarifying what is being asked or requested.
- If students have difficulty collecting specimens:
  - Review procedure for collecting samples.
  - Explain the necessity for keeping samples separate, labeled, and uncontaminated.
  - Allow students to practice collecting samples before completing the job sheet.

- If students have difficulty applying active listening skills:
  - Stress the importance of focusing on the speaker.
  - Remind students that maintaining eye contact enhances listening ability.
  - Practice concentrating on the speaker and ignoring common distractions.
  - Suggest that they be ready to listen before beginning the communication.
- If students have difficulty communicating with clients/customers:
  - Suggest they role play customer communication scenes, focusing on the customer's expectations and perspective.
  - Discuss the importance of courtesy and how it affects employee/customer communication.
- If students have difficulty interacting with clients/customers:
  - Have them identify their responsibilities as an employee and discuss how their actions meet those responsibilities.
  - Suggest phrases they can use regularly and have them practice the phrases, noting volume, grammar, and intonation.
  - Discuss the importance of body language and posture.
  - Suggest to students that, when dealing with a customer, they concentrate on the customer rather than working on other tasks.
- If the students have difficulty investigating/identifying personal styles:
  - Have students work in groups, identifying the preferences and styles of each group member.
  - Remind students that clients may or may not have an idea of what they want their hair to look like with a hairpiece. Remind students to respect the clients' wishes and to guide them toward a flattering style.

  - Have students identify their own personal style based on their personality, lifestyle, and likes/dislikes. Remind students that their clients also base their styles on similar characteristics.

- If students have difficulty mastering a specific job task/procedure:
  - Emphasize that practice makes a person proficient and proficiency makes a person confident.
  - Suggest they study each component of the procedure to determine which area is causing difficulty.
  - Review the entire procedure.
  - Team them with proficient students or professionals to practice the procedure.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.

- If students have difficulty dealing effectively with customers/clients:
  - Discuss the importance of effective communication skills.
  - Review active listening skills and other communication techniques.
  - Discuss customer relations policies.

JOB SHEETS 2 and 5

Development of:
READING SKILLS
ORAL COMMUNICATION SKILLS
INTERPERSONAL OR RELATING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, oral communication, interpersonal or relating, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  — Using content area vocabulary

  ORAL COMMUNICATION SKILLS

  — Applying active listening skills

  — Communicating with clients/customers

  INTERPERSONAL OR RELATING SKILLS

  — Interacting with clients/customers

  — Investigating/identifying personal styles

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

  — Dealing effectively with clients/customers

- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEETS 3 and 4

Development of:
READING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Following written instructions
  - Using content area vocabulary

  EMPLOYABILITY SKILLS

  - Mastering a specific job task/procedure
  - Practicing good work habits/attitudes
  - Dealing effectively with clients/customers
- For additional suggestions on teaching basic skills, refer to suggestions for Job Sheet 1.

JOB SHEET 1

WORKING WITH MEN'S HAIRPIECES

XXIX

OBJECTIVE 4 **Measure client's scalp, make mold, and take a hair sample.**

INTRODUCTION

The latest technology in men's hairpieces now includes the measuring process. Instead of actually measuring with a tape measure, plaster-of-paris strips are fitted to the head where the previously marked outline becomes transferred to the inside of the cast. The hardened mold is shipped to the manufacturer where it is filled with liquid plastic. The plastic solidifies into the exact shape of the client's head. The manufacturer then custom makes the hairpiece base using the shape of the plaster mold and creates a personalized hairpiece for the client. The measuring technique described here is only one of a variety of acceptable methods. Your instructor or a local hair replacement studio may demonstrate their own techniques which are equally correct.

IMPLEMENTS AND EQUIPMENT

- Towels
- Protective smock
- Grease pencil

SUPPLIES

- Plastic food wrap
- Bright red lipstick
- Plaster-of-paris gauze strips
- Hair sample envelopes

PROCEDURE

1. Sanitize hands.
2. Drape client for wet services with a protective smock.

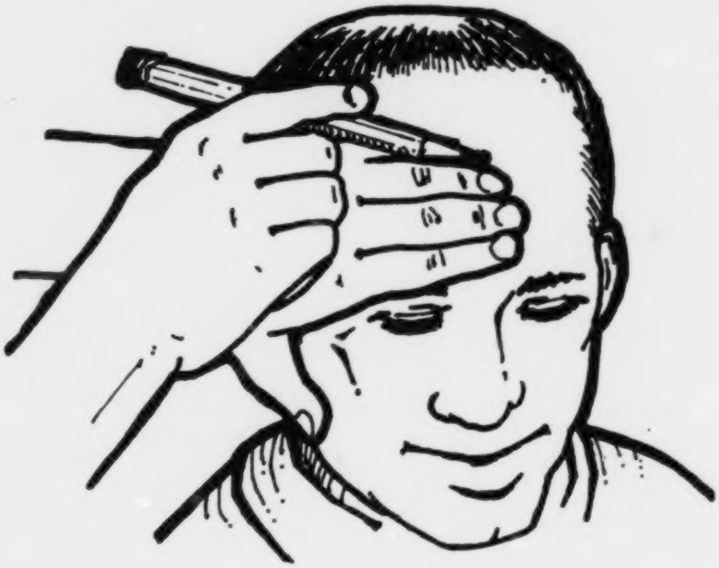
Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Functional Writing Skills
- Complete forms and records

3. Use a grease pencil to make a mark where the front hairline will begin. (Figure 1)

NOTE: Use an early photo of the client to determine where the natural hairline should begin. If no photo is available, make a mark three fingers above the eyebrows on the center of the forehead.

FIGURE 1



General Science Skills
- Collect specimens

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

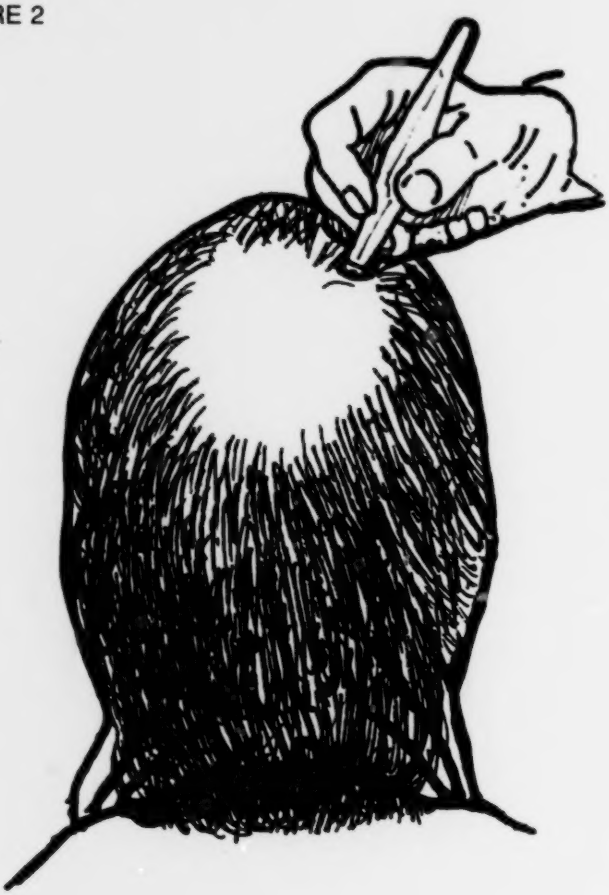
General Relating Skills
- Interact with clients/customers

Teamwork/Cooperative Skills
- Investigate/identify personal styles

Job Acquisition/Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

4. Take a three foot piece of plastic wrap and cover the entire scalp from side to side. Twist the ends until the plastic wrap conforms to the shape of the head. Have the client hold the twisted ends or clip them securely under the chin. (Figure 2)

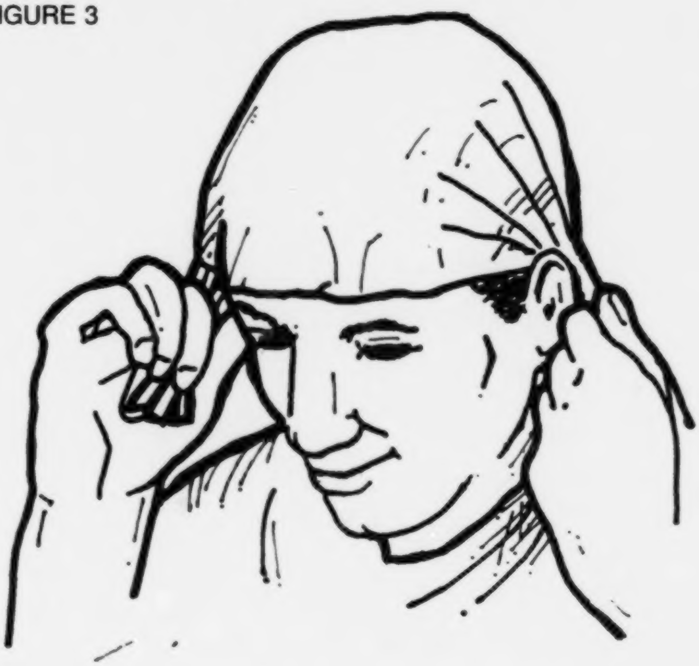
FIGURE 2



5. Use the lipstick to mark off the part and the outline of the bald spot. The pattern should start at the grease pencil mark at front hairline and should be drawn about 1" into the existing hair around the bald spot. (Figure 3)

   NOTE: Use the early client photo to determine the natural part. Take care to make the part follow the contour of the head from front to crown. The natural part seldom follows a perfectly straight line.

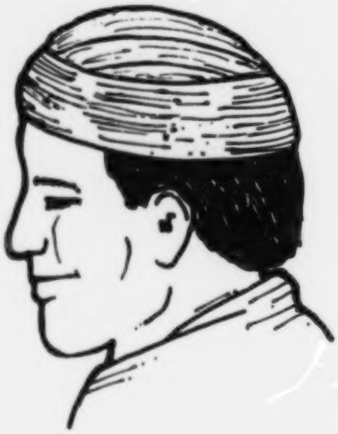
FIGURE 3



6. Unroll and cut enough plaster-of-paris strips to more than cover the lipstick outline. Wet strips, one at a time, with warm water; squeeze out excess water; apply each strip to the head front to back. (Figure 4)

   NOTE: Be sure to overlap each strip in order to completely cover the head without creating any gaps. This cast will become the mold for the manufacturer and must also pick up the lipstick pattern inside.

FIGURE 4

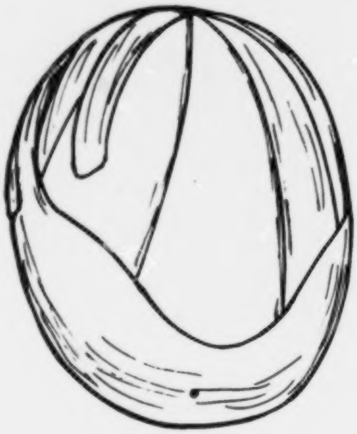


7. Allow cast to dry and set for approximately 20 minutes.

8. Use this time to complete the manufacturer's application/order form.

9. Remove cast from the scalp and carefully remove plastic wrap from inside the cast. Examine it to make sure the lipstick pattern was transferred completely. (Figure 5)

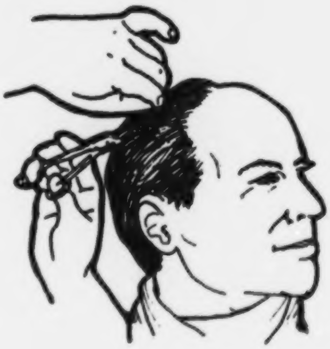
FIGURE 5



10. Take hair samples from six areas if possible: front, top, crown, temples, sides, and back. Place in six clearly marked hair sample envelopes and attach them to the order form. (Figure 6)

    NOTE: Use "Show and Tell" session with the client at this time to match hair colors and determine the client's desire for the predominant shade. The manufacturer can exactly match the color and the various shades as well. Remind the client to let his hair grow out longer than he normally wears it.

FIGURE 6



11. Remove any plaster-of-paris flakes from the client's hair and remove the smock.

12. Sanitize work area, implements, equipment, and hands.

13. Have instructor evaluate your work.

14. Box and ship the plaster mold, hair samples, and application/order forms to the manufacturer.

    NOTE: Most manufacturers usually return the solidified mold at the same time the new hairpiece is shipped. The stylist should clearly mark the client's name on the mold and store it for future hairpieces.

JOB SHEET 2

WORKING WITH MEN'S HAIRPIECES

XXIX

OBJECTIVE 5

Fit, attach, and cut a hairpiece.

INTRODUCTION

When a hairpiece arrives from the manufacturer, the client is scheduled for a return visit to the salon or studio. Hairpieces are made with longer hair so they can be cut to blend in with the client's own hair. The fitting and cutting is critical because once cut, the hairpiece won't grow back. New technology has again made it easier to fit and attach men's hairpieces. Small, strong, lightweight clips are sewn into reinforced areas around the band where two-sided adhesive tape was previously used. This provides an easy on-off method that the stylist can teach to the client. Many clients desire the convenience of removing the hairpiece on a daily basis so they can shower without damaging the hairpiece and sleep without disturbing the styling. Again, your instructor or local hair replacement studio may have their own techniques which will work equally well.

IMPLEMENTS AND EQUIPMENT

- Hairpiece
- Towel
- Shampoo cape
- Safety razor
- Scissors
- Styling comb and detangling comb
- Blow dryer

SUPPLIES

- Two-sided tape
- Shampoo

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

1. Sanitize hands.
2. Drape client for shampoo.
3. Shampoo, detangle, style, and blow dry client's hair.

Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

General Relating Skills
- Interact with clients/customers

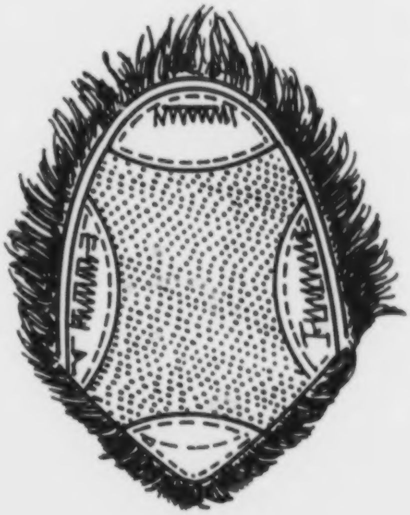
Teamwork/Cooperative Skills
- Investigate/identify personal styles

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

4. Attach two-sided adhesive tape to the front reinforced area, if necessary, in a "V" shape. Open attached clips. (Figure 1)

   NOTE: Except with a partial crown hairpiece, most hairpieces reach to the front hairline and will not have any of the client's hair to clip to; therefore, you will need to secure the front of the hairpiece to client's scalp by using two-sided tape.

FIGURE 1

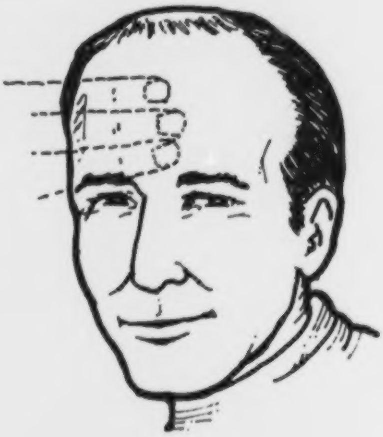


5. Position client facing mirror and have the client hold a hand mirror to observe fitting and attaching.

6. Locate front hairline by placing three fingers above the eyebrow. (Figure 2)

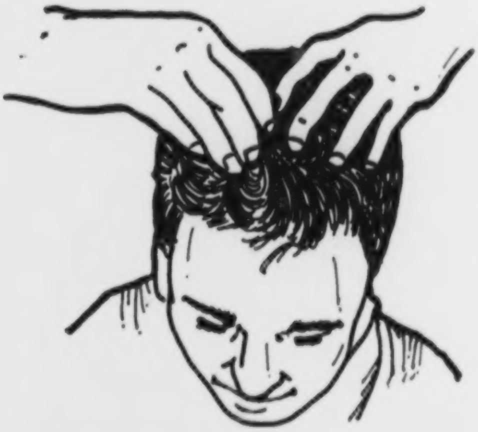
   NOTE: Consult early photograph to help in locating client's natural hairline.

FIGURE 2



7. Place hairpiece in position and adjust to fit. When in place, press down firmly on the front, taped area. (Figure 3)

FIGURE 3



8. Slightly lift edge of hairpiece at each clip, scissor a small strand of the client's hair with the clip, and snap shut.

   NOTE: Clip areas will be about 1" into the client's existing hairline around the bald spot.

9. Comb hair into position and find the natural part. Discuss and determine styling and length of hair with client.

   NOTE: Finished style should be the length the client will continue to wear his hair.

10. Starting at the back and sides, blend and taper the hairpiece into the natural hair, using the scissors-over-comb or razor and comb technique. (Figures 4 and 5)

    NOTE: It is best to use scissors and comb to blend and taper a synthetic hairpiece because a razor can damage synthetics. Blending should be done carefully and as smoothly as possible so that the finished cut is undetectable.

FIGURE 4

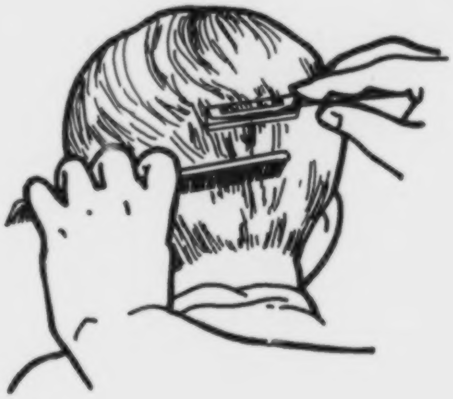
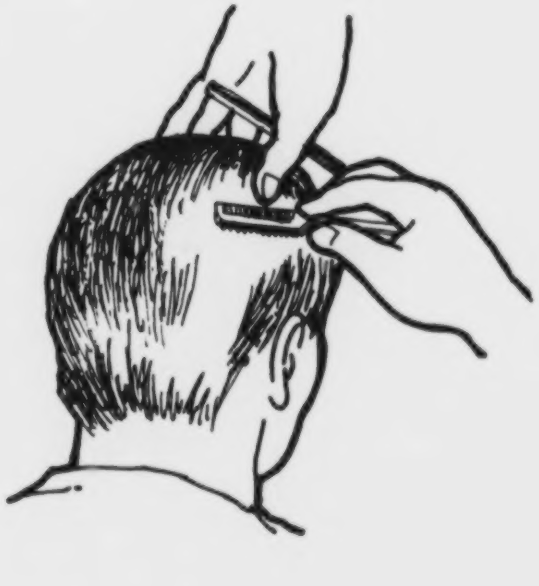
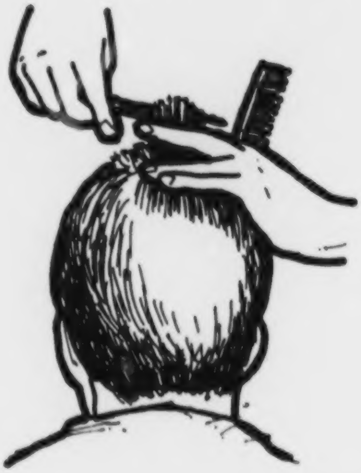


FIGURE 5



11. Use the scissors-over-fingers technique to lift and cut the top, top front, and front sides near the temples. (Figure 6)

FIGURE 6



12. Examine the finished cut and trim as necessary. Comb into finished styling. Allow the client to examine the cut in the mirror.

13. Discuss care of the hairpiece with the client and schedule a return visit on a time table that will insure the hairpiece doesn't become too soiled and thereby damaged.

    NOTE: This time table may vary drastically from client to client because of workplace cleanliness, sports activities, or other lifestyle differences.

14. Sanitize work area, implements, equipment, and hands.

15. Have instructor evaluate your work.

JOB SHEET 3

WORKING WITH MEN'S HAIRPIECES

XXIX

OBJECTIVE 6

Clean a hairpiece.

INTRODUCTION

To this point, not much significance has been attached to whether the hairpiece is made from human hair or synthetic fiber. However, the cleaning differs slightly between the two and the cosmetologist would do well to have complete knowledge of the differences so as not to damage a hairpiece. If you are the stylist who measured, ordered, and fit the hairpiece when it first arrived, you will have a record of the client's hairpiece and know its construction. If not, a simple match test will help you determine the content. In general, human hair hairpieces need cleaning every 2-4 weeks; synthetic hairpieces need cleaning only every 2-3 months, depending on certain conditions such as wear, workplace cleanliness, sports activities, and styling.

EQUIPMENT AND SUPPLIES

- Human hair hairpiece
- Synthetic hairpiece
- Rubber gloves
- Toothbrush
- Canvas wig block
- T-pins
- Large glass, enamel, or stainless steel bowl
- Wide-toothed detangling comb
- Towels

SUPPLIES

- Liquid wig cleaning solution
- Mild shampoo or cleaner (Woolite)
- Plastic wrap

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

HUMAN HAIR HAIRPIECE

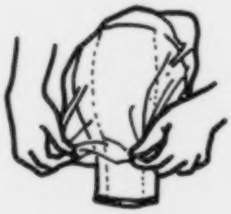
1. Sanitize hands.

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

2. Cover the wig block with plastic. (Figure 1)

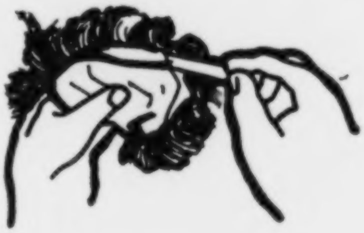
FIGURE 1



3. Remove the hairpiece from the client's head.

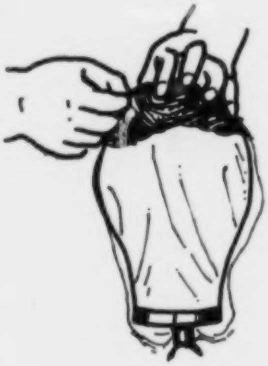
4. Remove any two-sided tape. (Figure 2)

FIGURE 2



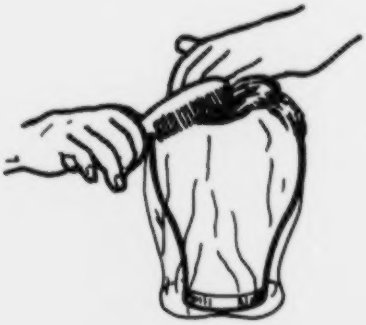
5. T-pin the hairpiece to the wig block. (Figure 3)

FIGURE 3



6. Detangle hairpiece with wide-toothed comb. (Figure 4)

FIGURE 4



7. Remove hairpiece from wig block.

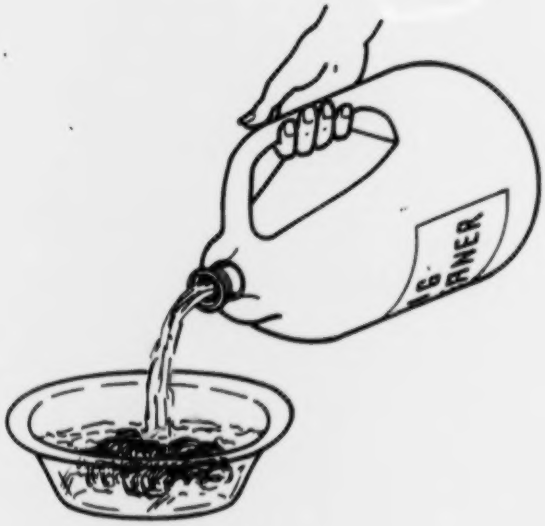
8. Put on rubber gloves. Use a toothbrush and cleaning solvent to clean reinforced areas, edges, and inside foundation.

⚠ **CAUTION:** Read label and manufacturer's instructions before filling bowl with wig cleaning solvent. Avoid inhaling fumes. Solvent is highly flammable. Work in a well-ventilated area.

---

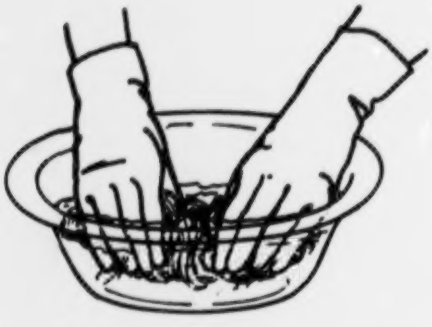
9. Pour wig cleaning solvent into a large bowl and saturate the hairpiece; soak for 4-5 minutes. (Figure 5)

FIGURE 5



10. Work the solution through the entire hairpiece. (Figure 6)

FIGURE 6

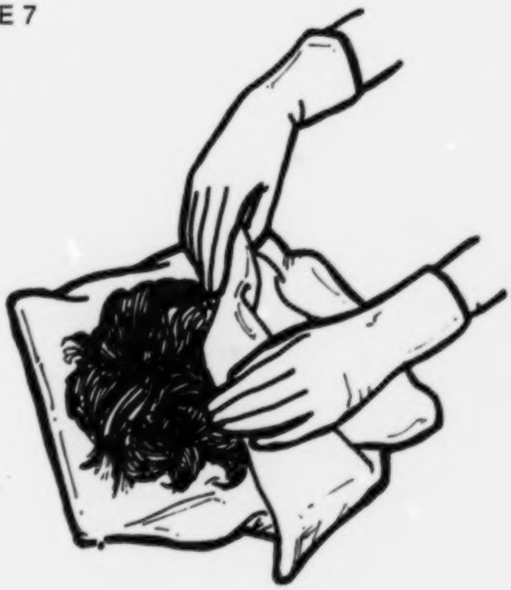


11. Use a detangling comb to gently comb through the hairpiece while in the bowl.

12. Remove the hairpiece and gently squeeze out excess cleaner into the bowl.

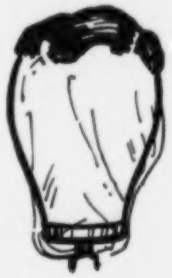
13. Roll the hairpiece inside towel and carefully blot. (Figure 7)

FIGURE 7



14. T-pin the hairpiece to the wig block and allow it to air dry for 30-40 minutes. (Figure 8)

FIGURE 8



15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

SYNTHETIC HAIRPIECE

1. Sanitize hands.

2. Cover the wig block with plastic.

3. Remove the hairpiece from the client's head.

4. Remove any two-sided tape.

5. T-pin the hairpiece to the wig block.

6. Detangle the hairpiece with a wide-toothed comb.

   NOTE: Do not comb the hairpiece while wet; it may take out the curl.

7. Put on rubber gloves. Fill a large bowl with cool to lukewarm water and mix in a mild shampoo or a mild cleaner such as Woolite.

NOTICE: (1) Read the label and manufacturer's instructions and follow carefully. (2) Hot water will remove the curl from a synthetic hairpiece.

---

8. Remove the hairpiece from the wig block. Soak in solution for 4-5 minutes.

9. Use both hands to gently swish hairpiece back and forth in the solution.

10. Use a toothbrush to lightly scrub reinforced areas, edges, and inside foundation.

11. Gently squeeze out excess water above the bowl.

12. Rinse with clean, cool water.

13. Place the hairpiece in towel and blot excess water.

    NOTE: Do not wring out the hairpiece.

14. T-pin the hairpiece to the wig block and allow it to dry naturally.

    NOTE: If client is waiting or time doesn't permit, you can place the hairpiece under the dryer or in a wig drying cabinet on cool temperature.

⚠ **NOTICE:** Do not expose a synthetic hairpiece to heat; it will frizz, loose its shape, and may shrink.

---

15. Sanitize work area, implements, equipment, and hands.

16. Have instructor evaluate your work.

JOB SHEET 4 — WORKING WITH MEN'S HAIRPIECES — XXIX

OBJECTIVE 7

Condition a hairpiece.

INTRODUCTION

Conditioning is necessary to prevent a hairpiece from becoming dry and brittle. Neither human hair nor synthetic hairpieces have natural occurring, self-lubricating oils and cleaners are very drying to the hairpiece. Suggest to the client that the hairpiece should be reconditioned after each cleaning. This will prevent it from becoming dull and lifeless and will give it longer life.

IMPLEMENTS AND EQUIPMENT

- Hairpiece
- Rubber gloves
- Wig block
- T-pins
- Wide-toothed detangling comb
- Towels

SUPPLIES

- Protein-based conditioner
- Plastic wrap

PROCEDURE

1. Sanitize hands.
2. Cover the wig block with plastic.
3. T-pin the damp hairpiece to the wig block properly.

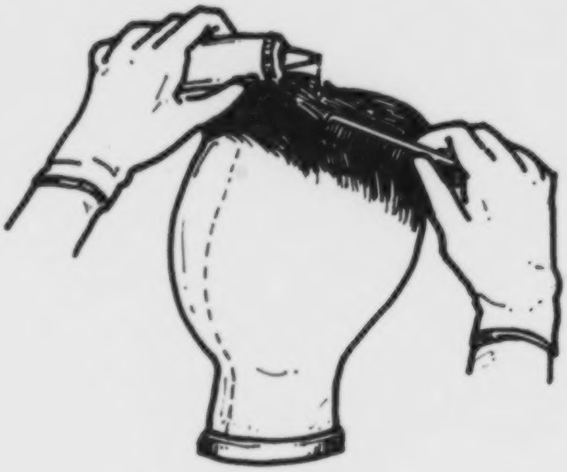
Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

4. Apply the proper amount of conditioner to the hairpiece and comb through for even distribution. (Figure 1)

   NOTE: Read label and manufacturer's instructions and follow them carefully.

FIGURE 1



5. Allow the conditioner to penetrate the hair shaft for the recommended length of time.
6. Rinse as directed with lukewarm to cool water.
7. Blot the hairpiece with a towel.
8. T-pin the hairpiece to the wig block and allow it to air dry naturally until it is time to style the hairpiece.
9. Sanitize work area, implements, equipment, and hands.
10. Have instructor evaluate your work.

JOB SHEET 5 — WORKING WITH MEN'S HAIRPIECES — XXIX

OBJECTIVE 8 **Style a hairpiece.**

INTRODUCTION

As you learned earlier, it is necessary to attach the hairpiece to fit, cut to length, and shape during the initial fitting. However, it is easier to style the hairpiece after cleaning and conditioning, while it is on a wig block. In addition, since the client's natural hair may need cutting at this time, the hairpiece should never be attached during this styling as it may inadvertently be cut and lose its ability to blend in undetectably.

IMPLEMENTS AND EQUIPMENT

- Wig block
- T-pins
- Styling comb
- Hair net
- Blow dryer

SUPPLIES

- Two-sided tape
- Spray-on conditioner
- Plastic wrap

PROCEDURE

Functional Reading Skills
- Follow written instructions
- Use content area vocabulary

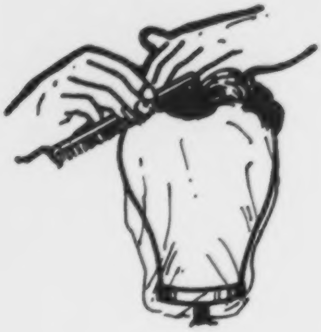
Listening Skills
- Apply active listening skills

Interactive Communication Skills
- Communicate with clients/customers

1. Sanitize hands.
2. Set damp hair to the desired style. (Figure 1)

   NOTE: Hairpiece should be styled shortly after cleaning and conditioning, while it is still slightly moist.

FIGURE 1



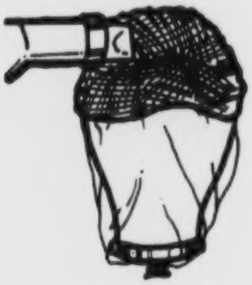
General Relating Skills
- Interact with clients/ customers

Teamwork/Cooperative Skills
- Investigate/identify personal styles

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes
- Deal effectively with clients/customers

3. Allow hairpiece to air dry naturally or cover with a hair net and blow dry on a cool temperature setting. (Figure 2)

FIGURE 2

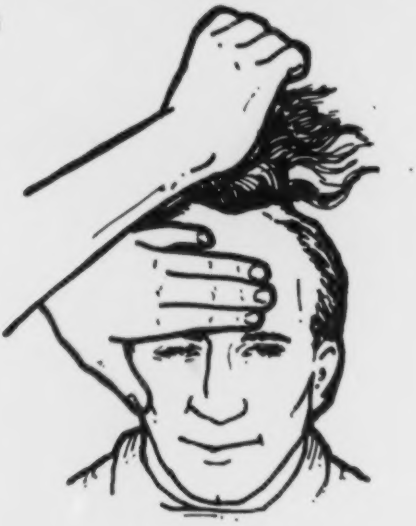


4. Let hairpiece remain on wig block while you cut and style the client's natural hair.

5. Apply two-sided tape at the front reinforced area in a "V" shape.

6. Position, attach, and clip hairpiece into place. (Figure 3)

FIGURE 3



7. Spray lightly with conditioner before combing and blending the hairpiece into place.
8. Comb and blend the hairpiece into style with the client's natural hair.
9. Sanitize work area, implements, equipment, and hands.
10. Have instructor evaluate your work.

JOB SHEET 1

Measure client's scalp, make mold, and take a hair sample.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client with protective smock	___	___
3. Used grease pencil to mark beginning of front hairline	___	___
4. Covered entire scalp from side to side with plastic wrap; twisted ends until plastic conformed to the shape of the head; secured ends	___	___
5. Used lipstick to mark off the part and the outline of the bald spot, marking about 1" into the existing hair around the bald spot	___	___
6. Cut enough plaster-of-paris strips to more than cover the outline; wet strips with warm water, squeezed out excess water, and applied strips to the head from front to back	___	___

	Yes	No
7. Allowed cast to dry and set for approximately 20 minutes	___	___
8. Completed manufacturer's application/order form	___	___
9. Removed cast from scalp and carefully removed plastic wrap from inside the cast; checked lipstick pattern inside	___	___
10. Took hair samples from front, top, crown, temples, sides, and back; placed in clearly-marked hair sample envelopes and attached to order form	___	___
11. Removed any plaster flakes from client's hair and removed smock	___	___
12. Sanitized work area, implements, equipment, and hands	___	___
13. Boxed and shipped the plaster mold, hair samples, and application/order forms to the manufacturer	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared client for procedure	4	3	2	1
Measured accurately	4	3	2	1
Made mold properly	4	3	2	1
Took hair sample properly	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 2 — WORKING WITH MEN'S HAIRPIECES — XXIX

JOB SHEET 2

Fit, attach, and cut a hairpiece.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Draped client for shampoo	___	___
3. Shampooed, detangled, styled, and blow dried client's hair	___	___
4. Attached two-sided adhesive tape to the front reinforced area, as necessary, in a "V" shape; opened attached clips	___	___
5. Positioned client facing mirror and had client hold a hand mirror to observe fitting and attaching	___	___
6. Located front hairline by placing three fingers above the eyebrow	___	___
7. Placed hairpiece in position and adjusted to fit; pressed down firmly on the front, taped area	___	___

		Yes	No
8.	Slightly lifted edge of hairpiece at each clip, scissored a small strand of client's hair with the clip, and snapped shut	___	___
9.	Combed hair into position and found the natural part; discussed and determined styling and length of hair with client	___	___
10.	Started at the back and sides, blended and tapered the hairpiece into the natural hair, using scissors-over-comb or razor and comb technique	___	___
11.	Used scissors-over-fingers technique to lift and cut the top, top front, and front sides near the temples	___	___
12.	Examined finished cut and trimmed as necessary; combed into finished styling; allowed client to examine in the mirror	___	___
13.	Discussed care of hairpiece with client and scheduled a return visit on a time table to insure the hairpiece doesn't become too soiled and damaged	___	___
14.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared client for services	4	3	2	1
Fit hairpiece correctly	4	3	2	1
Attached hairpiece correctly	4	3	2	1
Cut and trimmed hairpiece	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

WORKING WITH MEN'S HAIRPIECES

XXIX

JOB SHEET 3

Clean a hairpiece.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

HUMAN HAIR HAIRPIECE

The student:	Yes	No
1. Sanitized hands	___	___
2. Covered wig block with plastic	___	___
3. Removed hairpiece from client's head	___	___
4. Removed any two-sided tape	___	___
5. T-pinned hairpiece to wig block	___	___
6. Detangled hairpiece with wide-toothed comb	___	___
7. Removed hairpiece from wig block	___	___
8. Wearing rubber gloves, used toothbrush and cleaning solvent to clean reinforced areas, edges, and inside foundation	___	___

	Yes	No
9. Poured wig cleaning solvent into large bowl and saturated the hairpiece; soaked for 4-5 minutes	___	___
10. Worked the solution through the entire hairpiece	___	___
11. Used detangling comb to gently comb through the hairpiece while in the bowl	___	___
12. Removed hairpiece and gently squeezed out excess cleaner into the bowl	___	___
13. Rolled hairpiece inside towel and carefully blotted	___	___
14. T-pinned hairpiece to wig block and allowed to air dry for 30-40 minutes	___	___
15. Sanitized work area, implements, equipment, and hands	___	___

SYNTHETIC HAIRPIECE

1. Sanitized hands	___	___
2. Covered wig block with plastic	___	___
3. Removed hairpiece from client's head	___	___
4. Removed any two-sided tape	___	___
5. T-pinned hairpiece to wig block	___	___
6. Detangled with wide-toothed comb	___	___
7. Wearing rubber gloves, filled large bowl with cool to lukewarm water and mixed in mild shampoo or mild cleaner such as Woolite	___	___

		Yes	No
8.	Removed hairpiece from the wig block; soaked in solution for 4-5 minutes	___	___
9.	Used both hands to gently swish hairpiece back and forth in the solution	___	___
10.	Used toothbrush to lightly scrub reinforced areas, edges, and inside foundation	___	___
11.	Gently squeezed out excess water into the bowl	___	___
12.	Rinsed with clean cool water	___	___
13.	Placed hairpiece in towel and blotted excess water	___	___
14.	T-pinned hairpiece to wig block and allowed to dry naturally	___	___
15.	Sanitized work area, implements, equipment, and hands	___	___
	Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. *Each criterion must receive a rating of "3" or higher to demonstrate student mastery.* (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Prepared hairpiece for cleaning	4	3	2	1
Properly cleaned human hair hairpiece	4	3	2	1
Properly cleaned synthetic hairpiece	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

PRACTICAL TEST 4 — WORKING WITH MEN'S HAIRPIECES — XXIX

JOB SHEET 4

Condition a hairpiece.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Covered wig block with plastic	___	___
3. T-pinned the damp hairpiece to the wig block properly	___	___
4. Applied proper amount of conditioner to the hairpiece and combed through for even distribution	___	___
5. Allowed conditioner to penetrate the hair shaft for the recommended length of time	___	___
6. Rinsed as directed with lukewarm to cool water	___	___
7. Blotted hairpiece with towel	___	___
8. T-pinned hairpiece to wig block and allowed to air dry naturally until time to style the hairpiece	___	___

	Yes	No
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Properly conditioned hairpiece	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

JOB SHEET 5

Style a hairpiece.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized hands	___	___
2. Set damp hair to the desired style	___	___
3. Allowed hairpiece to air dry naturally, or covered with a hair net and dried with a blow dryer set on cool	___	___
4. Let hairpiece remain on wig block while cutting and styling client's natural hair	___	___
5. Applied two-sided tape at the front reinforced area in a "V" shape	___	___
6. Positioned, attached, and clipped hairpiece into place	___	___
7. Sprayed lightly with conditioner before combing and blending hairpiece into place	___	___
8. Combed and blended hairpiece into style with client's natural hair	___	___

	Yes	No
9. Sanitized work area, implements, equipment, and hands	___	___
Total	___	___

EVALUATOR'S COMMENTS

___

___

___

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Styled hairpiece	4	3	2	1
Attached hairpiece properly	4	3	2	1
Blended hairpiece into client's hair	4	3	2	1

EVALUATOR'S COMMENTS

___

___

___

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

WORKING WITH MEN'S HAIRPIECES

XXIX

Name ____________________ Score __________

OBJECTIVE 1

Match terms associated with men's hairpieces to their correct definitions. Write the correct letters in the blanks.

___ 1. Used to make a temporary, hardened mold in the shape of the client's head

___ 2. A full or partial wig made from human hair or synthetic material

___ 3. Point or line where front hairline existed before balding began

___ 4. Final manufacturer's mold made by filling plaster-of-paris mold with liquid plastic

___ 5. Used to determine the difference between human hair and synthetic hair

a. hairpiece

b. match test

c. material test

d. plaster-of-paris strips

e. wig line

f. solid mold

g. natural hairline

May be photocopied for student use.

OBJECTIVE 2 **Identify types of men's hairpieces and parts of a hairpiece.** Write the correct letters in the blanks.

___ 1. Full top with part

___ 2. Partial crown

___ 3. Clips

___ 4. Hair

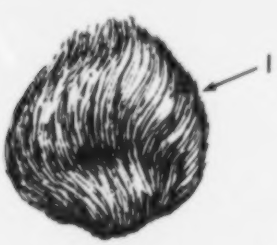
___ 5. Partial front fill-in

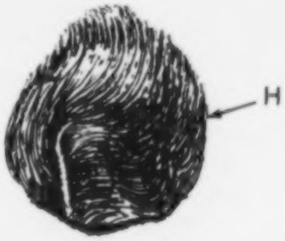
___ 6. Reinforced areas

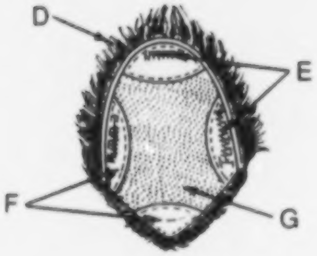
___ 7. Full top no part

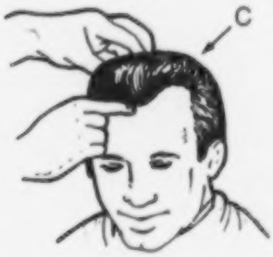
___ 8. Partial top

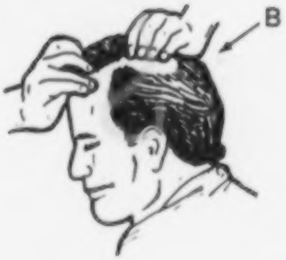
___ 9. Mesh foundation

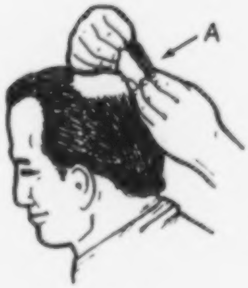












May be photocopied for student use.

OBJECTIVE 3

Select from a list implements and supplies used for working with men's hairpieces. Write an "X" in front of each correct answer.

___ 1. protein-based conditioner

___ 2. protective cold cream

___ 3. hair sample envelopes

___ 4. styling comb

___ 5. two-sided tape

___ 6. plaster-of-paris strips

___ 7. plastic wrap

___ 8. safety razor

___ 9. gentle cleaner

___10. wig cleaner

___11. hydrogen peroxide

___12. blow dryer

___13. detangling comb

___14. large bowl

___15. acid-balanced finishing rinse

___16. toner

___17. t-pins

___18. hair net

___19. wig block

___20. bleach

May be photocopied for student use.

___21. laundry detergent

___22. spray-on conditioner

___23. scissors

___24. tint

___25. grease pencil

___26. bright red lipstick

___27. toothbrush

NOTE: Objectives 4-8 are evaluated on job sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WORKING WITH MEN'S HAIRPIECES

XXIX

OBJECTIVE 1

1. d
2. a
3. g
4. f
5. b

OBJECTIVE 2

1. h
2. a
3. e
4. d
5. c
6. f
7. i
8. b
9. g

OBJECTIVE 3

1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 22, 23, 25, 26, 27

OBJECTIVE SHEET

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

INTRODUCTION

The Cosmetology Board Examination will consist of a two-part test. The first will be a practical examination of approximately 2 to 3 hours. A short break will be followed by a 2-hour written test. Testing measures both achievement and educational progress and helps assess a student's scholastic accomplishments. However, learning is your most important goal and testing measures those learned cosmetology skills. Scores are used to determine whether or not to license the student as a professional cosmetologist. State board exams are administered in order to find out what you know. They are not designed to make you fail and are graded fairly and impartially by trained examiners. Careful study and review of texts, notes, and practicals will prepare you to do your best and should alleviate any fears you might have before taking the exams. All students must achieve a score of 75 percent or above on each part of the test to pass. A student who fails either part of the test, or both parts, may reapply for the state board exams and must take the part of the test that was failed within six months of completion of training.

UNIT OBJECTIVE

After completing this unit, the student will be able to register for the state board exams, pack his/her implement and supply kit, select a model, display a high degree of professionalism, and perform the nine practical exercises that will be tested at the board examination. The student will show these competencies by completing assignment sheets, job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Cosmetology Core, *Basic Facialist*, *Basic Manicurist*, and *Basic Operator*

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with the Cosmetology Board Examination to their correct definitions.

2. State qualifications and requirements for live model.

3. Complete sample written test for the Cosmetology Board Examination. (Assignment Sheet 1)

4. Replicate the practical test in preparation for the Cosmetology Board Examination. (Job Sheet 1)

SUGGESTED ACTIVITIES

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

PREPARATION

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Invite guest speakers.

  — Invite the Cosmetology Board Examiner to talk to the class about the state examination.

  — Invite a former student, one who passed the first time and one who failed the first time, to talk to the class about the examination.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Order a copy of the *Oklahoma State Board of Cosmetology Examiner's Manual.*

  NOTE: Out-of-state instructors should check with their Cosmetology Boards for an Examiner's Manual.

- Order the *Basic Operator* test from the Oklahoma Department of Vocational and Technical Education, Oklahoma Occupational Testing Center.

- Review records to insure those students who are nearing the end of their Basic Operator coursework have accumulated at least 1400 hours before they apply for the state board examination.

  NOTE: The instructor may use his/her own discretion about what is an appropriate time to register students for the state examination.

- Make arrangements for any audiovisual equipment that will be needed for this unit.

- Arrange to have all materials and supplies necessary to complete job sheets.

DELIVERY

Objective 1: Match terms associated with the Cosmetology Board Examination to their correct definitions.

- Discuss terms with the students to introduce them to the unit.
- Add additional words of your own.
- Invite the Cosmetology Board Examiner to talk to the class about the state examination.

Objective 2: State qualifications and requirements for live model.

- Have students study and discuss the information sheet.
- Complete Activity Sheet 1.
- Have students select two models to practice on for several weeks before taking the test.
- Invite a former student to talk to the class about the examination.

APPLICATION

Objective 3: Complete sample written test for the Cosmetology Board Examination.

- Study and review all material covered in class.
- Administer the Basic Operator test from the Oklahoma Department of Vocational and Technical Education, Oklahoma Occupational Testing Center.
- Have students complete Assignment Sheet 1.

Objective 4: Replicate the practical test in preparation for the Cosmetology Board Examination.

- Have students complete Activity Sheet 2.
- Discuss Student Supplements 1-5 with class.
- Study and review Examiner's Manual before grading Practical Test.

- Have students complete Job Sheet 1.

  NOTE: Although the classroom practical does include a grading/scoring section for professional analysis, be sure the student reviews all the information covered while enrolled, especially Supplement 4, in order to understand that points may be deducted for punctuality, appearance, attitude, cooperation, and preparation of a professional kit.

EVALUATION

Pretest

- Give written test as pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on assignment sheet activities if not previously done.
- Evaluate students on job sheet activities.
- Complete appropriate section of competency profiles.
- Reteach and reevaluate if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

National Cosmetology Written Test

- Have students review and take one of the preparation cosmetology licensing examinations listed in Suggested Resources.

SUGGESTED RESOURCES

Print Media

- *Cosmetologists State Board Exam Review.* Milady Publishing Co.: Albany, NY, 1987.

- *The Illustrated Practical Exam Review.* Milady Publishing Co.: Albany, NY, 1987.

- McDonald, Susan, and Maxine Mottram. *Preparation For Cosmetology Licensing Examinations.* ARCO Publishing, Inc.: New York, 1985.

- *Oklahoma State Board of Cosmetology Examiner's Manual.* Oklahoma State Board of Cosmetology, 2200 Classen Blvd., Suite 1530, Oklahoma City, OK, 1991.

UNIT REFERENCES

- Dalton John W. *The Professional Cosmetologist.* West Publishing Co.: St. Paul, MN, 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology: A Professional Text.* Glencoe/McGraw-Hill: New York, 1980.

- Frangie, Catherine, ed. *Milady's Van Dean Manual: A Practical Course on the Fundamentals of Cosmetology.* Milady Publishing Co.: Albany, NY, 1990.

- *Rules and Regulations of the State Board of Cosmetology.* Oklahoma State Board of Cosmetology: Oklahoma City, OK, 1990.

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology*, 2nd ed. Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1984.
- Yahm, Jacob J., ed. *Standard Textbook of Professional Barber-Styling*. Milady Publishing Co.: Albany, NY, 1983.

INFORMATION SHEET

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

OBJECTIVE 1

Match terms associated with the Cosmetology Board Examination to their correct definitions.

- **applicant dress code** — student's required professional uniform for the cosmetology examination
- **Cosmetology Board Examination** — a two-part test, practical and written, which measures the cosmetology student's scholastic progress and skill level; used to determine whether or not to award a professional license to the student
- **live model** — person selected by student to accompany him/her to the Cosmetology Board Examination and act as the client for the practical test
- **professionalism** — five areas — punctuality, appearance, attitude, cooperation, and preparation of kit—which the student will be graded on in addition to scholastics and skills
- **professional kit** — a tote bag, overnight luggage, or small suitcase that contains all of the implements, small hand equipment, and supplies needed for the cosmetology examination
- **SBC-19** — form used to make application for registration by examination

OBJECTIVE 2

State qualifications and requirements for live model.

- Each applicant is required to bring a live model for the practical examination.
- Model must be at least 16 years old.
- Model must arrive at the practical exam with hair already wet set in STATE BOARD BASIC SET, dried, and ready for comb-out. Rollers and clips must remain in model's hair until exam. Velcro and brush rollers **are not** permitted to be used in state board examinations.

- Model's hair must be long enough to be cut at least ½" but should not be longer than 4½".
- If model's hair texture or condition is not adaptable to each exam phase or procedure, the hair must be straightened or relaxed in order for applicant to perform all exam requirements.
- Male models must not have a mustache or beard.
- Model should bring a sweater or other light jacket to the exam room.
- Applicant should make prior arrangements for a back-up model in case a last minute emergency prevents the primary model from being available.

NOTE: It is advisable to have previous practical experience with your model, i.e., using her/him for the in-class examination preparation.

- Applicant and model should work quietly during the practical portion of the exam and should avoid distracting other applicants if they finish a phase of the exam sooner than others.
- Model may not wear artificial nails for any portion of the manicuring examination.

APPLICATION FOR REGISTRATION BY EXAMINATION (SBC-19)

Eligibility Requirements

1. Applicant must be at least 17 years old or a high school graduate.

2. Applicant must have completed the prescribed 1500 hour Basic Operator/Cosmetologist Course while registered with the state board. Applicant may pre-register for the examination within 100 hours of completion of a course which finishes in April or May only.

3. Applicant must submit a recent 2″ × 3″ full face photograph.

4. Applicant must remit a $10.00 non-refundable registration fee by cashiers check or money order. No personal checks accepted.

5. Application must be received in the state board office at least 30 days prior to the date of the examination.

Examination Information

1. The state board will schedule licensing examinations on the second Monday and Tuesday in January, March, May, July, September, and November.

2. All applicants are required to complete both a practical and written examination.

3. Written exam questions will all be general in nature. Information can be found in all approved textbooks.

4. Each applicant is required to provide her/his own model for the practical exam. The state board will provide each applicant with model qualifications and requirements.

5. The state board will send each applicant an examination notice which will include uniform requirements and supplies required to perform the practical exam.

6. Applicant must score a minimum of 75% on each part of the test, written and practical.

IMPLEMENTS AND SUPPLIES REQUIRED FOR COSMETOLOGY EXAMINATION KIT

NOTE: Supplies may not be shared with other applicants.

- 70% alcohol
- Bright nail polish
- Nail polish remover
- Cuticle treatment materials
- Cotton balls or pledgets
- Manicure bowl and nail brush
- Liquid shampoo (for manicure)
- Cleansing cream
- Emollient cream
- Implements for hair shaping (scissors *and* razor)
- Plastic bag for hair cutting only
- Large plastic bag for refuse disposal
- Astringent
- Thick setting lotion
- Plastic applicator bottle
- Spray bottle (water)
- 4 towels (minimum)
- 4 combs (minimum)

- 2 brushes (minimum)
- 1 cape (minimum)
- Disposable gloves
- Disposable neck strips
- 8 perm rods and end papers (minimum)
- Adequate clips and rollers for basic set (no brush or velcro rollers)
- Kit and/or organized tote bag for supplies

DEALING WITH STRESS

- Remember, cosmetology board examinations are administered in order to find out what you know. They are used in the licensing process and as such are not designed to make you fail.

- If you have achieved above average grades during your 1500 hours of instruction to this point, you have every reason to feel confident that you will pass both parts of the state board exam.

- Successful completion of this unit of instruction will prepare you for success at the state board exam because this unit is modeled on the board exam.

- Talk with local operators, who have all successfully passed the exam by the way, to dispel any fears that the board exam is a "monster."

- When packing for the state board exam, be sure to use a checklist in order to insure that you don't forget any uniform items or required implements and supplies.

- Allow plenty of travel time so that you arrive at your hotel early. Don't be in a rush. It is best to be well rested.

- The night before the exam, place *all* items—pens, pencils, watch, tote bag with supplies, and examination work permit—in one place so you won't be hunting them in the morning.

- Give yourself time to relax the night before the exam. Get plenty of sleep.

- Be on time if not a few minutes early, it will save you from nervous tension and stress.

- Breathe deeply a few times, relax, and show them what you can do!

APPLICANT REQUIREMENTS

Applicant dress code

- Applicant must be in a professional type uniform.
- Professional top and pants or skirt are acceptable.
- Uniform must be of washable tightly woven, crisp fabric which will readily shed hair clippings and other airborne particles during the examination.
- Tee shirts, knits, fleece, flannel, or other loosely woven fabrics are not acceptable.
- High heels, sandals, or any other open toe footwear are considered unsanitary and unsafe and are not allowed.

Analyzing professionalism

- Applicants will be graded for punctuality, professional appearance, attitude and cooperation, and their professional kits and supplies.
- Professional analysis will be graded as part of the practical examination.
- Satisfactory and unsatisfactory are the only two grades marked.
- A satisfactory score does not carry a point value, but an unsatisfactory score in any of the four areas carries a one point reduction in that area. It is possible for a total of four points to be deducted from the final practical exam score.

PRACTICAL EXAMINATION
CATEGORY/TIME/POSSIBLE POINTS

• Professional Analysis - Part A		0 - 2 points
• Comb-out	15 minutes	10 points
• Scalp treatment	5 minutes	8 points
• Hair shaping (scissors & razor)	30 minutes	14 points
• Permanent waving	10 minutes	12 points
• Hair coloring	10 minutes	12 points
• Fingerwaving	10 minutes	8 points
• Hairstyling (roller curls)	25 minutes	10 points
(pin curls)		12 points
• Plain facial	10 minutes	7 points
• Plain manicure (one hand only)	15 minutes	7 points
• Professional Analysis - Part B		0 - 2 points

ACTIVITY SHEET 1

Development of:
READING SKILLS
WRITING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, writing, and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Gaining factual information
  - Following written instructions

  WRITING SKILLS

  - Completing forms and records

  EMPLOYABILITY SKILLS

  - Completing job-related applications
- If students have difficulty gaining factual information:
  - Suggest they read carefully, noting key words and ideas.
  - Instruct them to write questions about the topic before they start reading and to look for the answers as they read.
- If students have difficulty following written instructions:
  - Discuss the possible consequences of not following instructions precisely.
  - Have them read the instructions several times, noting the key words and ideas.

  - Suggest they have questions in mind or written down before they use the reference and take appropriate notes.

- If students have difficulty completing forms and records:
  - Examine the structure of the forms being used.
  - Stress the importance of accurate, legible records.
  - Review the application form, clarifying what is being asked or requested.
  - Encourage the student to prepare rough drafts.
- If students have difficulty completing job-related applications:
  - Review the importance of a neat appearance, legibility, proper spelling and grammar, and correct information.
  - Suggest students compile all information before completing the form.

ACTIVITY SHEET 2

Development of:
READING SKILLS

- Introduce the assignment to the students by discussing why reading skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  - Locate resources
- For additional suggestions on teaching basic skills, refer to suggestions for Activity Sheet 1.

ACTIVITY SHEET 1

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

Complete Application For Registration By Examination (SBC-19).

Name ____

INTRODUCTION

Completing forms properly is one task necessary in preparing for the state board exam. As with all forms and paperwork you are acquainted with, practice neatness and legibility. This form must be received at least 30 days before the date of the examination you wish to take.

SUPPLIES

- Pen

PROCEDURE

1. Refer to Student Supplement 1.
2. Obtain the number of completed course hours from your instructor.
3. Complete the applicant portion of the application.

   NOTE: See instructor for application form.
4. Have your instructor check your work for accuracy and completeness.

Research and Reference Skills
- Gaining factual information
- Follow written instructions

Functional Writing Skills
- Complete forms and records

Job Acquisition/ Development Skills
- Complete job-related applications

Pack Implements and Supplies Required for Cosmetology Board Examination Kit

INTRODUCTION

A dress rehearsal will help insure that you know how to use a checklist to properly pack for the state board exam. Applicants are not allowed to share supplies, so it is essential that you arrive at the state board exam with your complete kit. Points may be deducted for professional analysis if your kit is incomplete or you may be unable to complete a category which could cause failure of the practical part of the examination. Refer to Student Supplement 2.

SUPPLIES

- Tote bag or kit bag
- Checklist
- Pen or pencil

PROCEDURE

Research and Reference Skills
- Locate resources

Make a mark next to each item as you place it in your kit.

___ 70% alcohol

___ Bright nail polish

___ Nail polish remover

___ Cuticle treatment materials

___ Cotton balls or pledgets

___ Manicure bowl and nail brush

___ Liquid shampoo (for manicure)

___ Cleansing cream

___ Emollient cream

___ Implements for hair shaping (scissors and razor)

___ Plastic bag for hair cutting only

___ Large plastic bag for refuse disposal

___ Astringent

___ Thick setting lotion

___ Plastic applicator bottle

___ Spray bottle (water)

___ 4 towels (minimum)

___ 4 combs (minimum)

___ 2 brushes (minimum)

___ 1 cape (minimum)

___ Disposable gloves

___ Disposable neck strips

___ 8 perm rods and end papers (minimum)

___ Adequate clips and rollers for basic set (no brush or velcro)

Have your instructor check your work for accuracy and completeness.

NOTE: Pack implements for each step in a separate self-closing bag and label clearly.

ASSIGNMENT SHEET 1

Development of:
READING SKILLS

- Introduce the assignment to the students by discussing why reading and employability skills are important.
- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Using content area vocabulary
- If students have difficulty using content area vocabulary, review key terms and concepts, so that students hear, see, write, and say them.

ASSIGNMENT SHEET 1

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

Name ____________________ Score ________

OBJECTIVE 3

Complete sample written test for the Cosmetology Board Examination.

INTRODUCTION

The Oklahoma State Board of Cosmetology is one of the cooperating state boards which uses the Professional Testing Corporation for cosmetology examinations. The exam is prepared by the National Interstate Council of State Boards of Cosmetology. The N.I.C. exam is composed of 100 multiple-choice questions. Each right answer is worth one point. Students must achieve a score of 75 percent to pass. This 25-question practice test will familiarize the student with the design and content of the N.I.C. exam.

DIRECTIONS

Functional Reading Skills
- Use content area vocabulary

Select the correct answer to the question and circle the letter.

1. Bad breath is known by the technical name

   a. hepatitis
   b. halitosis
   c. dermatitis
   d. melanin

2. Three commonly used salon disinfectants are phenol, cresol, and

   a. oxygen
   b. vinegar
   c. formalin
   d. sodium chloride

3. Permanent hair-coloring products are tested on a client's skin to detect

   a. hypersensitivity
   b. dandruff
   c. psoriasis
   d. natural hair color

4. Porosity is the hair's ability to

   a. curl
   b. absorb moisture
   c. keep from graying
   d. hold color

5. White spots on the plate of the fingernail indicate

   a. ringworm
   b. halitosis
   c. pigmentation
   d. leukonychia

6. Remove traces of shampoo from the hair by

   a. rinsing
   b. blow drying
   c. combing
   d. using cold water

7. Give a scalp massage to

   a. prevent baldness
   b. lubricate the hair
   c. increase the blood flow
   d. ready the hair for shampooing

8. Conditioners are used to help prevent hair from

   a. growing thin
   b. sun bleaching
   c. straightening
   d. splitting

9. Permanent hair-coloring products usually include

   a. metallic dyes
   b. aniline derivatives
   c. certified colors
   d. conditioners

10. Fillers are used on

    a. virgin hair
    b. over porous hair
    c. oily hair
    d. patch tests

11. The hair's ability to stretch and return to its normal shape and length is called

    a. elasticity
    b. conditioning
    c. strength
    d. curl

12. Overly curly hair can be relaxed by

    a. shampooing
    b. sectioning
    c. chemical straightening
    d. wrapping

13. Prior to a facial, skin analysis is used to determine

    a. elasticity
    b. finger manipulations
    c. depilation
    d. type of treatment

14. Use a facial mask to

    a. remove blackheads
    b. remove wrinkles
    c. dry the skin
    d. remove oil and dirt

15. Manicure implements are stored in

    a. alcohol
    b. a wet or dry sanitizer
    c. a kit bag
    d. a cool dark place

16. To keep nails from splitting and cracking, they should be filed

a. in long strokes only
b. after removing loose cuticle
c. in one direction
d. from the underside

17. The nape is located below the

a. mesocephalic
b. occipital bone
c. frontal lobe
d. natural part

18. The outline of the haircut is called the

a. perimeter
b. nape cut
c. elevation
d. length of the hair

19. Setting lotions give the hair

a. an "S" curve
b. a kinky curl
c. body
d. fullness at the sides

20. Fingerwaving works best with

a. towel dried hair
b. stand up curls
c. hot rollers
d. naturally wavy hair

21. To remove excessive bulk in a wig or hairpiece, use a

a. thinning stroke
b. clipper cut
c. wig tuck
d. high elevation cut

22. Amps are used to measure

   a. short circuits
   b. electrons
   c. electric current
   d. grounding

23. Ultraviolet treatment sessions should be limited to

   a. 45 minutes
   b. 10 minutes
   c. 1½ hours
   d. 30 seconds

24. The protein keratin is composed of

   a. isotopes
   b. amino acids
   c. alkaline solutions
   d. carbon atoms

25. The bone located at the back of the skull is the

   a. scapula
   b. mandible
   c. coccyx
   d. occipital bone

ASSIGNMENT ANSWERS

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

ASSIGNMENT SHEET 1

1. b
2. c
3. a
4. b
5. d
6. a
7. c
8. d
9. b
10. b
11. a
12. c
13. d
14. d
15. b
16. c
17. b
18. a
19. c
20. d
21. a
22. c
23. b
24. b
25. d

JOB SHEET 1

Development of:
READING SKILLS
CREATIVE THINKING/PROBLEM SOLVING SKILLS
EMPLOYABILITY SKILLS

- Introduce the assignment to the students by discussing why reading, creative thinking/problem solving, and employability skills are important.

- Discuss with them the following skills which are relevant to this task:

  READING SKILLS

  — Following written instructions

  CREATIVE THINKING/PROBLEM SOLVING SKILLS

  — Transferring knowledge/training to new situations

  EMPLOYABILITY SKILLS

  — Mastering a specific job task/procedure

  — Practicing good work habits/attitudes

- If students have difficulty following written instructions:

  — Discuss the possible consequences of not following instructions precisely.

  — Have them read the instructions several times, noting the key words and ideas.

  — Review rating scale and testing procedures, associating them with instructions.

- If students have difficulty transferring knowledge/training to new situations:

  — Review the pertinent training. Compare the new situation to the training situation.

  - Examine ways in which training can be used in the new situation.

- If students have difficulty practicing good work habits/attitudes:
  - Encourage them to become familiar with the entire procedure before they begin the work.
  - Discuss the role that good work habits and attitudes have in obtaining and retaining employment.
  - Discuss what behaviors and attitudes constitute good work habits.
  - Make sure the student knows what is expected of him or her.
  - Discuss the importance of attitude during testing.

- For additional suggestions on teaching basic skills, refer to suggestions for Assignment Sheet 1.

JOB SHEET 1

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

OBJECTIVE 4

Replicate the practical test in preparation for the Cosmetology Board Examination.

INTRODUCTION

To perform this practical portion of the state board examination, your instructor will observe the procedures and complete this form. You will need to have your model available for this two to three hour test, which will follow the general outline of the actual state board examination. Model's hair should already be wetset in STATE BOARD BASIC SET, dried, and ready to comb out. Rollers and clips should still be in place at the start of this procedure.

IMPLEMENTS AND EQUIPMENT

- Manicure bowl
- Nail brush
- Scissors
- Razor and blades
- Plastic applicator bottle
- Spray bottle
- 4 towels (minimum)
- 4 combs (minimum)
- 2 brushes (minimum)
- 1 cape (minimum)
- 8 perm rods (minimum)
- Clips and rollers for basic set (no brush or velcro rollers)
- Kit and/or organized tote bag for supplies

SUPPLIES

- 70% alcohol
- Bright nail polish
- Nail polish remover
- Cuticle treatment materials
- Cotton balls or pledgets
- Liquid shampoo (for manicure)
- Cleansing cream
- Emollient cream
- Plastic bag for hair cutting only
- Large plastic bag for refuse disposal
- Astringent
- Thick setting lotion
- Disposable gloves
- Disposable neck strips
- End papers

PROCEDURE

Functional Reading Skills
- Follow written instructions

Cognitive Activity Skills
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Practice good work habits/attitudes

NOTE: The following rating chart will be used to score each subtask.

0 to minimum points — made no effort to perform task; showed very little knowledge of subject

Points in between — mediocre to fair technique, awkward to acceptable execution, fair to good knowledge of subject

Maximum points — good to excellent knowledge, technique, and execution

____
Applicant's Name

PROFESSIONAL ANALYSIS — PART A

Punctuality S ____ U ____

Professional Appearance S ____ U ____

CATEGORY SUB-TOTAL (-2) ____

- **COMB OUT** (15 minutes)

  NOTE: Award 0 points if hair is not already in STATE BOARD BASIC SET.

  Brushing technique (2) ____

  Back combing technique (2) ____

  Molding, smoothness, and completion of style (6) ____

  Sanitation and safety S ____ U ____

  Category sub-total (10) ____

- **SCALP TREATMENT** (5 minutes)

  Brushing (2) ____

  Manipulations (8 specific movements) (6) ____

  Sanitation and safety S ____ U ____

  Category sub-total (8) ____

- **HAIR SHAPING** (scissors and razor) (30 minutes)

  NOTE: At actual exam, either scissors or razor cut will be announced. For these purposes, you may decide to have student demonstrate a combination of techniques or perform one at a later date.

  Sectioning (3) _____

  Coordination of comb, scissor/razor strokes (4) _____

  Results of shaping (7) _____

  Sanitation and safety S _____ U _____

  Category sub-total (14) _____

- **PERMANENT WAVING** (10 minutes)

  Sectioning of entire head (2) _____

  Size of rod section (2) _____

  Wrapping (4) _____

  Uniformity (4) _____

  Sanitation and safety S _____ U _____

  Category sub-total (12) _____

- **MOCK HAIR COLORING** (10 minutes)

  Sectioning (2) _____

  Holding strand of hair (3) _____

  Application of tint/bleach (7) _____

  Sanitation and safety S _____ U _____

  Category sub-total (12) _____

- **FINGERWAVING** (10 minutes) Back of the head only

Technique (use of comb and fingers)	(2) _____
Uniformity of wave	(2) _____
Crown area control	(2) _____
Quality of waves	(2) _____
Sanitation and safety	S _____ U _____
Category sub-total (8)	_____

- **HAIRSTYLING** (25 minutes)

A. Roller curls

Sectioning	(2) _____
Stem direction	(2) _____
Formation of roller curl	(2) _____
Securing of rollers	(2) _____
Placement of rollers	(2) _____
Sanitation and safety	S _____ U _____
Category sub-total (10)	_____

B. Pin curls

Sectioning/shaping	(2) _____
Base relation	(2) _____
Stem direction	(2) _____
Formation of curls	(2) _____
Placement of curls	(2) _____
Completion of roller and pin curl set	(2) _____

Sanitation and safety S _____ U _____

Category sub-total (12) _____

- **PLAIN FACIAL** (10 minutes)

Draping (1) _____

Application and removal of cream(s) (2) _____

Manipulations (10 specific movements) (4) _____

Sanitation and safety S _____ U _____

Category sub-total (7) _____

- **PLAIN MANICURE** (15 minutes) One hand only

Filing and shaping (1) _____

Cuticle treatment (2) _____

Manipulations (2) _____

Application of polish (2) _____

Sanitation and safety S _____ U _____

Category sub-total (7) _____

PROFESSIONAL ANALYSIS — PART B

Attitude — Cooperation S _____ U _____

Professional Kit & Supplies S _____ U _____

CATEGORY SUB-TOTAL (-2) _____

TOTAL SCORE __________

JOB SHEET 1

Replicate the practical test in preparation for the Cosmetology Board Examination.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:

PROFESSIONAL ANALYSIS — PART A

Punctuality S _____ U _____

Professional Appearance S _____ U _____

COMB OUT (15 minutes)	Yes	No
1. Brushing technique	___	___
2. Back combing technique	___	___
3. Molding, smoothness and completion of style	___	___
4. Sanitation and safety	___	___

	Yes	No
SCALP TREATMENT (5 minutes)		
1. Brushing	___	___
2. Manipulations (8 specific movements)	___	___
3. Sanitation and safety	___	___
HAIR SHAPING (scissors or razor) (30 minutes)		
1. Sectioning	___	___
2. Coordination of comb, scissor/razor strokes	___	___
3. Results of shaping	___	___
4. Sanitation and safety	___	___
PERMANENT WAVING (10 minutes)		
1. Sectioning of entire head	___	___
2. Size of rod selection	___	___
3. Wrapping	___	___
4. Uniformity	___	___
5. Sanitation and safety	___	___
MOCK HAIR COLORING (10 minutes)		
1. Sectioning	___	___
2. Holding strand of hair	___	___
3. Application of tint/bleach	___	___
4. Sanitation and safety	___	___

	Yes	No
FINGERWAVING (10 minutes)		
1. Technique (use of comb and fingers)	___	___
2. Uniformity of wave	___	___
3. Crown area control	___	___
4. Quality of waves	___	___
5. Sanitation and safety	___	___
HAIRSTYLING (25 minutes)		
A. Roller curls		
1. Sectioning	___	___
2. Stem direction	___	___
3. Formation of roller curl	___	___
4. Securing of rollers	___	___
5. Placement of rollers	___	___
6. Sanitation and safety	___	___
B. Pin curls		
1. Sectioning/shaping	___	___
2. Base relation	___	___
3. Stem direction	___	___
4. Formation of curls	___	___
5. Placement of curls	___	___
6. Completion of roller and pin curl set	___	___
7. Sanitation and safety	___	___

	Yes	No
PLAIN FACIAL (10 minutes)		
1. Draping	___	___
2. Application and removal of creams	___	___
3. Manipulations (10 specific movements)	___	___
4. Sanitation and safety	___	___
PLAIN MANICURE (15 minutes)		
1. Filing and shaping	___	___
2. Cuticle treatment	___	___
3. Manipulations	___	___
4. Application of polish	___	___
5. Sanitation and safety	___	___
PROFESSIONAL ANALYSIS — PART B		
Attitude — Cooperation	___	___
Professional Kit & Supplies	___	___
Total	___	___

EVALUATOR'S COMMENTS ______________________________

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Followed procedure accurately and completely	4	3	2	1
Completed procedures properly	4	3	2	1
Performed procedures in a timely manner	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

Name ______________________________ Score ________

OBJECTIVE 1

Match terms associated with the Cosmetology Board Examination to their correct definitions. Write the correct letters in the blanks.

___ 1. Person selected by the student to accompany him/her to the State Board Examination and act as the client for the practical test

___ 2. Form used to make application for registration by examination

___ 3. Student's required professional uniform for the cosmetology examination

___ 4. Five areas—punctuality, appearance, attitude, cooperation, and preparation of kit—which the student will be graded on in addition to scholastics and skills

___ 5. A tote bag, overnight luggage, or small suitcase that contains all of the implements, small hand equipment, and supplies needed for the cosmetology examination

___ 6. A two-part test, practical and written, which measures the cosmetology student's scholastic progress and skill level; used to determine whether or not to award a professional license to the student

a. professionalism

b. live model

c. vo-tech final exam

d. SBC-19

e. OCE-25

f. applicant dress code

g. State Board Examination

h. professional kit

i. scholastic skills

May be photocopied for student use

OBJECTIVE 2

State qualifications and requirements for live model. Write your answer in the spaced provided.

1. ____
____

2. ____
____

3. ____
____

4. ____
____

5. ____
____

6. ____
____

7. ____
____

8. ____
____

9. ____
____

10. ____
____

May be photocopied for student use.

NOTE: Objectives 3 and 4 are evaluated on job sheets/assignment sheets in this unit. If you have not completed these components, see your instructor.

May be photocopied for student use.

WRITTEN TEST ANSWERS

PREPARING FOR THE STATE BOARD EXAMINATION

XXX

OBJECTIVE 1

1. b
2. d
3. f
4. a
5. h
6. g

OBJECTIVE 2

Answer should include the following:

- Each applicant must provide a live model for the practical examination.
- Model must be at least 16 years old.
- Model must arrive at the practical exam with hair already wet, set in state board basic set, dried, and ready for comb out. Rollers and clips must remain in model's hair until exam. Velcro and brush rollers are not permitted.
- Model's hair must be long enough to be cut at least ½" but should not be longer than 4½".
- If model's hair texture or condition is not adaptable to each exam phase or procedure, the hair must be straightened or relaxed in order for applicant to perform all exam requirements.
- Male models must not have a mustache or beard.
- Model should bring a sweater or light jacket to the exam room.
- Applicant should make arrangements for a back-up model.
- Applicant and model should work quietly during the practical exam.
- Model may not wear artificial nails for any portion of the manicuring exam.